

**AN ERROR ANALYSIS OF STUDENTS' TRANSLATION FROM  
INDONESIAN TO ENGLISH IN TRANSFORMING PLURAL NOUNS AT  
TENTH GRADE OF SECOND SEMESTER OF SMK SMTI BANDAR  
LAMPUNG IN 2017/2018 ACADEMIC YEAR**

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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2017**

## **ABSTRACT**

### **An Error Analysis of Students' Translation from Indonesian to English in Transforming Plural Nouns at Tenth Grade of Second Semester of SMK SMTI Bandar Lampung in 2017/2018 Academic Year**

**By :  
Melia Annisa Fitri**

English also becomes very important for people to exchange meaning and to represent their feeling and idea. Learning a foreign language is different from learning one's mother tongue. The student met a lot of difficulties in learning a foreign language (the target language / TL). The students still do not master the translate and they still hard to translate from Indonesia to English especially in transforming plural noun. This research was conducted based on descriptive qualitative research. The population of this research was the student at SMK SMTI Bandar Lampung at the second semester of the tenth grade.

In this research, the researcher used descriptive qualitative research. By descriptive qualitative research, the researcher has described the student's error in translation plural form and then the researcher identify, classify the error in their translation made by the students based on surface strategy taxonomy; omission, addition, misformation, and misordering. The student at SMK SMTI consisted 283 students but the sample of this research was 30 students. In collecting data, the researcher used documents in the student task. The researcher gave the paper and ask the students to translate plural sentences and the total item task was 10 number. Then, the researcher analyzed them based on surface strategy taxonomy.

After analyzing the data, the researcher found that many students' error in translating plural. There are 29 items of omission error (23%), 6 items of addition (simple addition) (05%), 10 items of addition (regularization) error (08%), 16 items of misformation (regularization) error (13%), 58 items of misformation (alternating form) error (46%) and 6 items of misordering error (05%). So in this research the researcher found that misformation in alternating form was the highest error that made by students. The sources of errors in this reseach were mother tongue influence (interlingual errors). It was influenced by the native language which interferes with target language learning. The second was intralingual errors, caused the learners less knowledge on pattern and apply irregular plural form.

**Keywords: error analysis, plural noun, translation.**





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## MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْهُ بَعْدَ ذَلِكَ

وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

“Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves- indeed, your Lord, thereafter, is forgiving and merciful” (An-Nahl: 119)<sup>1</sup>



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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland : Amana Publications, 2001, p.668.

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Finally, none or nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the betterment of this final project are always open heartedly welcome.

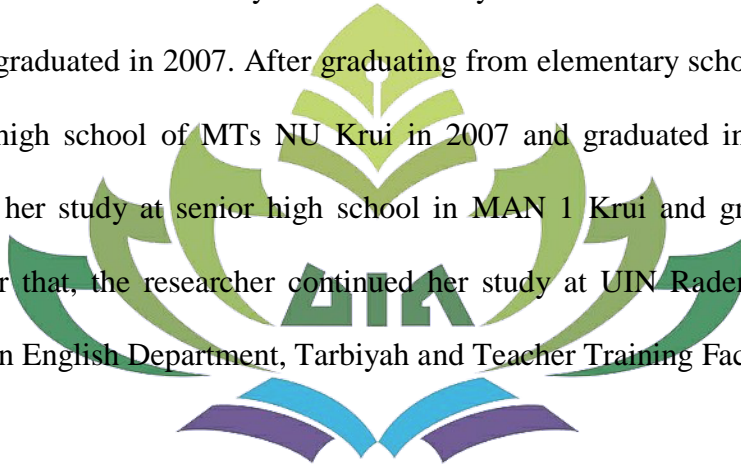
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## **CURRICULUM VITAE**

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## DECLARATION

I hereby certify that this thesis with the title : An Error Analysis of Students' Translation from Indonesian to English in Transforming Plural Nouns Tenth Grade of Second Semester of SMK SMTI Bandar Lampung in 2017/2018 Academic Year completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.



Bandar lampung, July 2018

Declared by,

Melia Annisa Fitri

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sirgo S.Pd and Mrs. Tanziah who always support me with love and pray for my success.
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## CHAPTER I INTRODUCTION

### A. Background of the Study

Language is one of the important ways for people to communicate each other.<sup>1</sup> Almost every country has different language. Language is used to express idea in life and also it is used to deliver message or ideas from the speaker to the listener in interaction among themselves or with their environment. By language people are easier to get much information from everywhere, then they have a chance to express the idea into language. They communicate and make interaction each other in daily activity. Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run well without language.

Based on explanation above, Allah says in the Qur'an about different language.

لِّلْعَالَمِينَ لَّا يَنبَغِي لَكَ فِي إِنَّ وَالْوَنُكُمُ أَلْسِنَتِكُمْ وَأَخْتَلَفُوا فِي الْأَرْضِ السَّمَوَاتِ خَلْقَ آيَاتِهِ وَمِنْ



Meaning: And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours. Indeed in that are signs for those of knowledge.<sup>2</sup> Allah makes human into various languages is for human to think

---

<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (5<sup>th</sup> Ed) (London: Longman, 2006), p. 17

<sup>2</sup> Al Qur'an surah Ar-Ruum (30) ayat 22.



and muse about Allah power, in order to the human faith to increase that finally human will not to worship the other god beside Allah because human has been aware that the other god is nothing or fake. Truly, God will not forgive the sin of shirk. He will forgive all sins except shirk.

The essence of God creates the heavens and the earth, the variety of our language and the color of the skin is that we know each other. The way we get to know each other is to learn the human languages that exist on earth. Because it is very difficult or impossible to learn all the languages of the earth, so we choose which language is the most widely understood in the world as our unifier and one of the language which is most understood and studied in the world is English.

Indonesian need to learn other languages and one of them is English. In order to be able to exchange ideas with people in other countries, Indonesian need to be proficient in spoken and written English. However the majority of Indonesians do not speak English that is why they have to learn English from basic.

English also becomes very important for people to exchange meaning and to represent their feeling and idea. Learning a foreign language is different from learning one's mother tangu. The student met a lot of difficulties in learning a foreign language (the target language / TL). Based on this problem, translation is considered a very important thing to connect the two different languages by contributing source language into target language.

Translation is the process of moving information from the source language to the target language. Translating activities involve complex systems to produce grammatical, natural, and appropriate translations of the original information. Indonesians lack of translation ability and one of the problems in translation is that sometimes a translator cannot transfer messages well.

Nida states in Ran “Translating consists in the reproduction in the receptor language of the closest natural equivalent of the source language message”.<sup>3</sup>

If translators cannot translate the messages accurately, the readers will have difficulty in understanding the messages. To understand the messages accurately, the translation skill must be taught and mastered.

Translating includes in many field such as education, law, literature, economic, and so on. In indonesia, translation is taught in university. But actually there is no specification in translation but when the teacher asked the students to answer the question in reading for example, the students have to translate the text in order to answer the question. Students is taught to translate from their mother language to the target language or vice verse. But mostly the students are taught to translate from English to Indonesian. So at least there is translation taught on the sidelines of material to be taught.

Unfortunately, many students still hard learn the translation well. Because of the problem, they still have to learn that the essence of the translation is to

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<sup>3</sup> Shiyang Ran, “Asian Social Science : *Philosophical Interpretetion on E.A Nida’s Definition of Translation*”. Vol.5 No.10. Oktober 2009 on Tuesday (May 9<sup>th</sup> 2017)

translate the sentence throughly, not word by word. Student are still confused to translate the whole sentence. Sometimes the translation's problems arise when students do the translation process.

In translation, errors have some possibilities to arise, one of which is made by the students. The errors may be caused by the grammatical differences between the source text and the target text that will be translated to and the translator's ability to translate the text. It is hard to translate text to another language exactly the same as the original one, because every translator have different interpretation of the text that may be translating. Therefore, Dullay et.al state that people cannot learn language without first systematically committing errors.<sup>4</sup> It can be concluded that error is an inevitable part of learning. Dullay et.al also state by knowing students error, the teacher will get useful information and can be used to sequence items for teaching or devise remedial lesson.<sup>5</sup>

In translation the students usually face some problems. One of them usually do some errors. Corder states, there are two kinds of error that are systematically error and non systematically error. Systematically error is that wrong condition the learner made without realizing it. They do not know whether it is wrong or not. The non systematically error is the learner such as miswriting or fatigue.<sup>6</sup> It can be that the students usually make error without

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<sup>4</sup> Dullay, at al, *Language Two*, (New York : Oxford University Press,1982), p.138

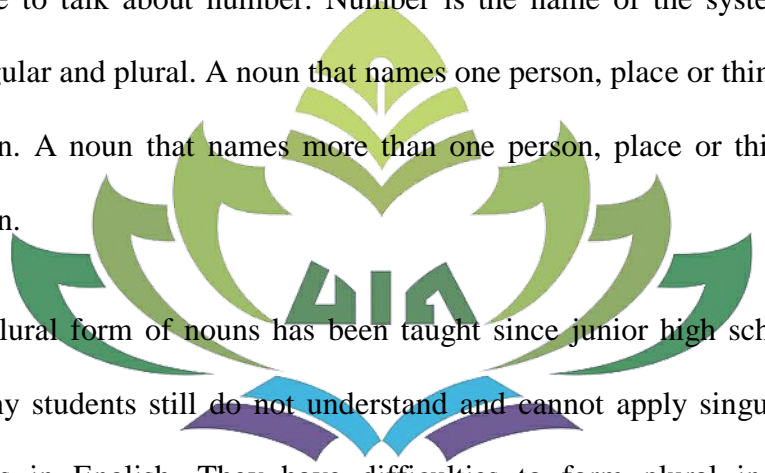
<sup>5</sup> *Ibid*,p.138

<sup>6</sup> Colder S. Pit, *Error Analysis and Interlingua*, (Hongkong: Oxford University Press, 1981), p. 24.



they realizing it, to know that they make error or not, they need someone to correct it.

In English grammar, the students learn about parts of speech that consist of noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection. One of parts of speech that will be discussed is noun. A noun is a kind of part of speech that describes a person, place, or thing. In learning about noun, the students are introduced with plural form, it means that we have to talk about number. Number is the name of the system contrasting singular and plural. A noun that names one person, place or thing is a singular noun. A noun that names more than one person, place or thing is a plural noun.



A plural form of nouns has been taught since junior high school. However many students still do not understand and cannot apply singular and plural rules in English. They have difficulties to form plural in English. For example, the general rule for writing the plural in English nouns is to add –s or es to the singular form (boy-boys) and (class – classes). However, this rule is only used for regular plural. There are irregular noun such as (woman-women), (foot-feet), (child-children), etc. The consequence is that the students will make so many errors in their learning. Making errors during learning English is a natural process. It is normal because learning the foreign language is a process which involves the making of mistake, even errors. However, it cannot be neglected and the teacher should be aware of this issue

and do something to avoid their students to make the same error. The errors they made should be regarded as necessary part of learning language. One of the strategies to prevent the students from making the same error is by analyzing the learners error itself.

There were two researchers related to this research that have been conducted. The first research was conducted by Muhammad Saugi entitles “An Analysis on Errors Made by Learners in Forming Irregular Plural Nouns”. The result in this research was the students’ error on the result of this research are classified into the *word-order* in which 67% of the students made the errors and *addition* for 73.5%. They have less knowledge on the formation rules of irregular plural nouns as well as they frequently add unnecessary element of the noun word that should be avoided.<sup>7</sup> The difference between the previous research and this present research is that the previous research is looked at for error analysis in learning irregular plural in writing skill but this research is to translate transforming plural form.

Another previous research was conducted by Ade Irma Suryani, entitled “An Analysis of the Students’ Error in Learning Plural Form of Nouns”. The result in this research was most students made errors on the type of irregular form, because the rule of irregular is more complicated. Errors occur when the students forgot the rules and cause them make error in testing irregular plural.

It can also be seen on the average percentage for an irregular form is 71.01%.

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<sup>7</sup> Muhammad Saugi, *An Analysis on Errors Made by Learners in Forming Irregular Plural Nouns*; A Case Study at The First Year Students of MA Jamiat Khair Central Jakarta, (Jakarta, UIN Syarif Hidayatulloh, 2014)

Most of student chose the wrong answer in this type, while the average percentage for regular is only 31.60%.<sup>8</sup> The difference between the previous research and the present research is that previous research only focus on analysis students' error in plural noun but in present research the researcher focuses translation in plural transforming.

In this study, the researcher wanted to investigate students' translation errors and found out the most common errors in their translation. This phenomena had increased reseacher's curiosity to analyze error in translating. Therefore, the researcher conducted this research which is entitled, a error analysis of students' translation from Indonesian to English in transforming plural nouns at tenth class of second semester of SMK SMTI Bandar Lampung.

### **B. Limitation of Problem**

In this research, the researcher focused on the problem that is analysis of students' translation error in transforming Indonesian plural to English plural forms at SMK SMTI Bandar Lampung based on surface strategy taxonomy.

### **C. Formulation of Problem**

Based on the background of study, the formulation of the research as follows:

1. What types of errors did students' translate from Indonesian to English in transforming plural forms based on surface strategy taxonomy?

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<sup>8</sup> Ade Irma Suryani, *An Analysis of The Students' Error in Learning Plural Forms of Nouns*; A Case Study at The First Year Students of MTs Nurul Huda Bogor, (Jakarta, UIN Syarif Hidayatulloh, 2011)



2. What are proportions (frequency and percentage) of the four error types of surface strategy taxonomy that was found of transforming plural in translation?

#### **D. Objective of the research**

The objectives of this research were:

1. To find out types of errors the students making in transforming plural nouns based on surface strategy taxonomy.
2. To find out proportions (frequency and percentage) of the four error types of surface strategy taxonomy that will be found of transforming plural noun in translation.

#### **E. Uses of the Research**

By conducting the research about an error analysis of students' translation from Indonesian to English in transforming plural nouns, the researcher hoped that the result of the research would be useful to give some contributions:

1. Theoretically

The result of this research gave contributions for new data about error analysis of students' translation from Indonesian to English in transforming plural noun, be reference for the next researcher and also enrich the previous studies about error analysis of students' translation from Indonesian to English in transforming plural.

## 2. Practically

The practical significance that the research expected from this research are as follows:

- a. For the students: the finding of the research will motivate them to practice more than they did before and encouraged them to the learn English by improving their knowledge about transforming plural that is used translating. In addition, by improving their singular and plural they would be able to increase their translation ability.
- b. For teachers: the result of the research would be useful as a reflection in order to increase and developed their method in teaching student about translation.
- c. For other researchers: the finding of the research hopefully could be useful as the source of their reference and it was also useful to inform the readers about error analysis of students' translation from Indonesian to English in transforming plural.

## F. Scope of the Research

The scope of the research is as follows:

### a. Research Subject

The research subject was the students of the tenth grade of SMK SMTI Bandar Lampung.

### b. Research Object

The research object would be analyzed of the students error in transforming plural nouns in translation based on surface taxonomy.

c. Place of Research

The research would be conducted at SMK SMTI Bandar Lampung.

d. Time of Research

The research would be conducted at SMK SMTI Bandar Lampung.







## CHAPTER II LITERATURE REVIEW

### A. Concept of Teaching and Learning English as a Foreign Language.

Since students use their mother language in their daily conversation, English teachers have essential role to make students understand and enjoy the material. It is necessary to make students comfort and enjoy in teaching and learning English. Language is the situation where by humans communicate and interact with one another by means of habitually used oral auditory symbols. Many people use language to communicate each other in their daily life. Language also is used to express the idea as a share each people by using language through spoken and written form.

In Indonesia, English is as a foreign language. Teaching English as a foreign language is also a process of helping someone to learn English which is either the language that they use as a mother tongue, or the foreign language which they use in their daily life for communication that influenced by ideas of the nature of English and learning condition. Language teaching is influenced by ideas on the nature language (language theories) and the learning conditions that make learners to acquire the language (learning theories).<sup>1</sup> It can be said that English is different when English for communication and English for teaching materials

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<sup>1</sup> Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

and methods and teaching English the teacher should prepare the material instruction, strategy, media to support teaching and learning process.

In teaching English as the foreign language, the teacher should have known what the teacher should do. Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understanding about something that learned.<sup>2</sup> It can be said that teaching is a process to help the learners for understanding something that learned. In this case the English teacher should be able to create a real situation that can be used English naturally for communication. The students should be put into situation that they can use English for communication both in written and spoken form.

Further, Harmer states that English as a foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.<sup>3</sup> Meanwhile, English generally has been learnt by the student since they were in the basic level of education. The definition above tell us that English as a foreign language it is important to introduce English language as a communication. The knowledge about learning English is needed to the learner as a part their study in the school or everywhere.

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<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition*, (New York: Addison Wesley Longman, 2000), p.7

<sup>3</sup> Jeremy Harmer, *How To Teach Writing*, (London : Longman Group, 2004), p.79



From on the explanation above, it can be inferred that teaching English as a foreign language. It the process for helping the students to learn English and make their understanding in learning process and do a lot of practice to master the English language. In teaching English, the teacher should be creative to make the students interested in learning English as foreign language.

## **B. Concept of Translation**

### **1. Definition of Translation**

Translation is a part of language learning. It can be conducted by everybody who is able to use more than a language. Dimitrova says translation is a person with knowledge of the source and the target languages has a basic translation ability.<sup>4</sup> From definition above tells us that if a person has knowledge of the mother tongue and the target language then it will have the ability to translate. Translation is not always related to English only but to all targeted languages or change the form of language. The person who conducts translation is called as a translator.

Translation is transfer words from mother tongue to target language. Larson states in Mutiar that translation is a process to transfer meaning of a source language (SL) into meaning in a target language (TL).<sup>5</sup> It can be said that

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<sup>4</sup> Dimitrova, Birgitta Englund, *Expertise and Explication in The Translation Process*, (Amsterdam: John Benjamins Publishing Company, 2005), p.10

<sup>5</sup> Mutiar Fitri Dewi Dkk, "The Equivalence And Shift In The Indonesia Translation of English Adjective Phrases", Vol.4 No.11. 2014. (September 13<sup>nd</sup> 2017)

translation is changing the meaning of the source language to the target language. Statement is supported by Hatim and Munday, they say definition of translation is the process of transferring a written text from source language (SL) to target language (TL).<sup>6</sup> It can be said that translation is replacement from source language to target language without change meaning. Based on the explanation from the experts, translation is the process of replacement meaning from the source language to the target language in writing and does not change the real.

Statement by Catford, translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).<sup>7</sup> In other words that translation covers the source language into another language. The language style in translation process is different from the language in literary works, it focuses more on the target language from which is suited into the source language. The readers may have a question why in this definition did not mention about meaning, however the translation is always about meaning. From the definition above, translation is an activity that the aim is replacing the material, not only replacing the meaning.

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<sup>6</sup> Hatim and Munday, *Translations : An Advance Resource Book*, (London and New York: Taylor Francis E-Library, 2004), p.6

<sup>7</sup> J.C. Catford, *A Linguistic Theory of Translation*, (New York: Oxford University Press, 1965), p.20

From these definitions, it is clear that translation is not always related to English. Translation is related to form of a language. In brief, translation is the process of expressing the meaning of information from a language to the other languages which may have different form with the source language. Source language is the language of the information which is going to be translated is taken. Target language is the language that the information is going to be translated.

Change meaning of text to target language, it can be called translation. That statement is supported by Newmark, he says translation is rendering the meaning of a text into another language in the way that the author intended the text.<sup>8</sup> Newmark also states that translation is a craft consisting in the attempt to replace a written message and or statement in one language by the same message and/or statement in other language.<sup>9</sup> It can be said that, translation is applying someone's ability through transferring the meaning of source language into the receptor language (target language) both written and oral.

From definition of translation above tells us that, translation can be defined as a process to transfer, replacement, and reproducing word or sentence from source language (SL) to target language (TL). Thought is being an object that transferred what the writer or speaker of SL means must be replaced as close as with TL meaning.

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<sup>8</sup> Peter Newmark, *A Textbook of Translation*, (New York : Prentice Hall,1988), p.5

<sup>9</sup> Peter Newmark, *Approach to Translation* (New York : Pergamon Press, 2001),p.7

## 2. Kinds of Translation

Translation is a complex process. In translation, there are some parts which are connected each other such as meaning, form, source language, and target language. Translation also has some types such as form-based translation, meaning-based translation, idiomatic translation, linear translation, modified linear translation, phonological translation.

Larson states that there are two main kinds of translation:

### a. Form-based translation

Form-based translation attempts to follow the form of the source language. It is known as literal translation. It means that form based translation is type of translation that follow exactly the form of the source language or like word by word translation. Literal translation, translation is trying to adjust to the shape of the source language, so follow the exact form of language support.

For example:

SL : This is book I've been looking for all this time

TL : ini buku saya telah melihat untuk semua waktu ini

The translation above sound unnatural. The word *this* is simply translated into *ini*, *book* is translated into *buku*, *I've been* is translate into *saya telah*, *looking* is translated into *melihat*, *for all* is translated into *untuk semua*, *this time* is translated into *waktu ini*. The result is translation by word for word



translation and it causes the combination of the target language sentence sound unnatural and usually makes the readers confused.

b. Meaning-based translation

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language.<sup>10</sup> It means that idiomatic translation is a process translation that changes the form of source language and giving the sense of original meaning so that the receptor can understand the translation full. The translator basically needs to know about the meaning of source language before he transfers this meaning into another language.

For example:

SL : his heart is in the right place.

TL: hatinya tenang.

Idiomatic translation above is acceptable for the target readers is sound natural. The phrase *in the right place* is not simply translated into *berada ditempat yang benar* but idiomatically translated into *hatinya tenang* because the translator understand the original meaning and knows both languages well.

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<sup>10</sup> Larson.L.Mildred, *Meaning Based Translation*. (Lanham :University Press of America,1884), p.7-9

Catford says that based on the extent, types of translation are :<sup>11</sup>

- a. full translation, it is a type of translation in which the entire SL text is reproduced by the TL text materials.
- b. Partial translation, there are only some parts of the SL text to be translated into the TL text.

In term of level, the types of translation are: Total translation is the TL material replaces all levels of the SL text. Restricted translation is the replacement of SL textual material at only one level; whether at the phonological level, graphological level, or at the level of gramatical and lexis.

In terms of rank, translation is divided into: rank-bound translation, it means that the selection of TL text equivalent is limited at only one rank, such as word-for-word equivalence, morpheme-for-morpheme equivalence. unbounded translation, it can move freely up and down the rank-scale.

Based on explanation above there are two kinds of translation: form based translation and meaning based translation. Form based translation is translate word by word or literal translation and meaning based translation is idiomatic translation and giving the sense of original meaning. The students usually translate sentences use word by word translation and makes the student do errors cause incorrect of grammar.

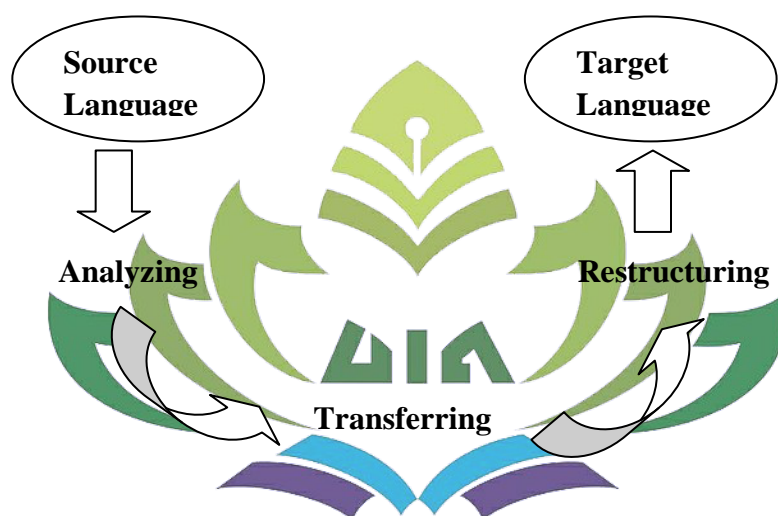
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<sup>11</sup> J.C.Catford, *A Linguistic Theory of Translation :an applied linguistics*, (New York:Oxford University Press,1978), p.21

### 3. Process of Translation

Nida and Taber state in Setiawan divide the translation process into three steps:<sup>12</sup>

- a. analyzing the source language,
- b. transferring,
- c. restructuring



The first analyzing the source language message. In this step, the translators analyze the SL text in the basis of the relationship of existing grammar (SL and TL grammars) and also analyze the meaning of words and sentences in order to understand the messages comprehensively. The second process is transferring the result of analysis into similar message. In this step, the messages of the SL which

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<sup>12</sup> Otong Setiawan Djuharie, *Teknik dan Panduan Menerjemahkan : Bahasa Inggris-Bahasa Indonesia*, (Bandung : Yrama Widya, 2004), p.14

have been understood are transferred into the translators' mind. And the last is restructuring the transferred message into the natural form into TL.

Statement by Newmark, process translation there are four steps:<sup>13</sup>

- a. the SL text level, the level of language, where begin and which we continually (but not continuously) go back to;
- b. the refential level, the level of objects and events, real or imaginarry, which we progressively have to visualise and build up, and which is an essential part, first of the comprehension, then of reproduction process;
- c. the cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level;
- d. the level of naturalness, of common language appropriate to the writer or the speaker in a certain.

From the some processes of translation above, process of translation from source language to target language many style from begin level of source language and than level target language, analyze the SL in the basis of relationship SL and TL grammars,cohesive level meaning from SL to TL and the last level of naturalness or transferred message into natural form into TL certain situation.

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<sup>13</sup> Peter Newmark, *Op.Cit* p.19



Larson says there are some steps in translation. The first is establishing the project. There are a number of matters which need to be clearly understood by translator, and it can be summarized under four T's – the text, the target, the team, and the tools. The second step is exegesis. Exegesis refers to the process of discovering the meaning of the source language text which is to be translated. It is the step which includes the preparation and analysis. The third type is transfer and initial draft.<sup>14</sup> After analyzing the source text, the translator begins drafting piece by piece, section by section, and the result is the initial draft. The fourth is evaluation. The translator compares the translation with the source text at several points during the translation process to be sure no additions, deletions, or change of information have crept in. The last step is the translation team work through the material, honestly accepting the evaluation and rewording the material.

#### 4. Problem of Translation

Mezmaz meryem states that a translation problem is any type of difficulty in the source language (SL) text that obliges the translator to stop translating. This difficulty is mainly due to grammatical, stylistic, cultural or lexical problem.<sup>15</sup>

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<sup>14</sup> Larson.L.Mildred, *Meaning Based Translation*, (New York : University of America,1984), p.46

<sup>15</sup> Mezmaz Meryem, *The Problem of Idiom Translation*, (Constantine : Mentouri University: 2010), p.19

a. Grammatical problems

Grammatical problems are the result of complicated SL grammar, different target language (TL) grammar or different (TL) word order. Among the most frequent grammatical problems:

- 1) the translation of verbs “be”, “have” and modals.
- 2) The translation of tenses and articles.
- 3) The translation of adjective and personal pronouns.
- 4) The translation of nominal, verbal and conditional sentences.

b. Stylistic problems

The style or the way of writing, of a particular SL text may pose different problems for the translator. One of these problems is fronting, in which a word, a phrase or a clause is stated at the beginning of a sentence in a unusual way. For instance, “suicide he committed” instead of “he committed suicide”. The purpose behind such a fronting is to emphasize on the fronted word, or to draw attention to its importance to the meaning of the whole sentence. Other stylistic problems may include parallelism, ambiguity, redundancy, and nominalization.

c. Lexical problems

Lexical problems usually occur when a word or an expression is not understood, misunderstood or totally unknown to translators. Synonym, polysemy and monosemy, collocations, metaphors and idioms are considered as the most common lexical problems.

## 5. Translation Method

Newmark says that, there are some kinds of the translation method, they are: word-for-word translation, literal translation, faithful translation, semantics translation, adaption, free translation, idiomatic translation, and communicative translation.

### a. Word-for-word

This is often demonstrated as interlinear translation, with the TL immediately below SL words. The SL word-order is maintained and the word translated singly by their most common meaning out of text. Cultural words are translated singly, (indonesian-english; *badanku tidak enak* : my body not delectious), it must be translated it fell a bit sick.

### b. Literal translation

The source language (SL) grammatical constructions are changed to their nearest TL equivalent but the lexical words are again translated singly, out of text.

Example:

SL : the sooner or the later the weather will change

TL : lebih cepat atau lebih lambat cuaca akan berubah.

Based on from the translation above, the sentence is translated literally still this seems odd, should be translated into *cepat atau lambat cuacanya akan berubah*.

c. Faithful translation

It attempts to reproduce the accurate contextual meaning of the original within the restriction of the TL grammatical structure. It transfers cultural word and preserves the degree of grammatical and lexical abnormality in the translation.

d. Semantic translation

Semantic translation differs from faithful translation only in as far as it must take more consideration of the aesthetic value, that is the beautiful and natural sound of the SL text, composing on meaning were appropriate so that no resemblance in sound of word, word-play or repetition jars in the finished version. Further, it may translate less important cultural equivalents. The distinction between faithful and semantics translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% accuracy and allow for translator's intuitive empathy with the original.

Example:

SL : he is a book worm.

TL : dia adalah seorang yang suka sekali membaca.

The phrase *book worm* is translated in a flexible way according to the context and acceptable functional limits in TL. But the above translation is less precise and should be translated into *dia seorang kutu buku*.

e. Adaptation



This is the freest of translation. It used mainly for play and poetry: theme, character, plot are usually preserved, the SL, culture converted to TL culture and the text rewritten.

Example:

SL : take a sad song and make it better

Remember to let her into your heart

Then you can start to make is better

TL : mengapa kau tinggalkan aku

Ingatlah-ingatlah kau padaku

Janji setiamu takkan ku lupa

f. Free translation

Free translation reproduces the matter without the manner, or the content without the form of original. Usually it is paraphrase much longer than original, also called interlingua translation, often prolix and pretentious, and not translation at all.

Example:

SL : the flowers in the garden

TL : bunga-bunga yang tumbuh dikebun

From example above is a shift called shift up, because of the preposition phrase *in the garden* into clause *yang tumbuh dikebun*.

g. Idiomatic translation

Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialism and idioms which do not exist in the original.

Example:

SL : *I can relate to that.*

TL : *aku mengerti maksudnya.*

#### h. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.<sup>16</sup>

### 6. Concept of Sentences

Sentence is group of words that express a statement, question, and so on.<sup>17</sup>

There are three types of sentence, namely, simple sentence, compound sentence and complex sentence.

#### a. Concept of Simple Sentence

Simple sentence contains one subject and one main verb, in other words, it contains one independent clause. Independent clause consists of two main parts: subject and predicate. The first step to understand this concept

<sup>16</sup> Peter Newmark, *A Textbook of Translation*, (New York : Prentice Hall, 1988), p.45-47

<sup>17</sup> H. Manser, Martin. *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2005), p.390

of simple sentence is analyzing this sentence in two parts.<sup>18</sup> Consider the following table.

Example subject and predicate separation.

Subject	Predicate
Dogs	Bark
She	Writes very well
Rama, the best student in the school	Won the prize

#### b. Concept of Compound Sentence

A compound sentence is made up of two or more clause. Clauses, which can be simple sentence, are joined by co-ordinating conjunction. All things to do in analyzing a compound sentence contain two independent clause joined by a coordinator. The coordinators are: for, and, nor, but, or yet, so.<sup>19</sup>

For example :

- 1) Are you going to part with us *or* you stay home?
- 2) Dolphins are friendly animals *and* they are also intelligent.
- 3) My brother moved to Jakarta *and* I moved to Bandung.

#### c. Concept of Complex sentence.

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<sup>18</sup> *ibid*

<sup>19</sup> *ibid*

The complex sentence has two parts : independent and dependent clause.

The independent clause is a complete thought and can stand as sentence by itself. The dependent clause, however is not a complete thought. It depends on the independent clause to get its meaning.

Dependent clause can come before or after the independent clause in complex sentence. If it comes before, it is generally separated from independent clause by a comma. But if it comes after independent clause, it does not have a comma. Here are some of conjunction used in complex sentence :

To express time	After, before, since, until, when, while, as
To express cause	Because, since, as
To express condition	If, unless
To express contrast	Although, even though, though
To express purpose	In order to, so that
To express identification	That, when, where, which, who

For example:

- 1) *Since* jack wrecked his care, he has had no way to get to work.
- 2) Ali is going to go back his country *after* he finished his study.
- 3) *Even though* he wanted to, the little boy didn't take the chocolate.

Students understanding of the three types of sentences was affected their accurate understanding of translation. Unless, the students are not able to understand the types of sentence, they will find difficulties to translation ability.

From explanation above, understanding of types of sentence is very important in translation ability. Because, with mastering types of sentences we could comprehend. Types of sentence must be learned by students by student so as to understand translations text.

### **C. Concept Error**

#### **1. Definition of Error and Mistake**

When the students learnt English, they can make a lot of errors. It seems impossible if the learners or students have never been made some errors in their language learning process, because do some errors is natural. Learning the second language is a process which involves the making of mistakes, even errors as in this new system of language a learner will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which differ from the learner's native language. Harmer says that errors are part of the learner inter language that is a version of the



language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery.<sup>20</sup>

Dullay defines error as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.<sup>21</sup> Meanwhile, Douglas Brown defines a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.<sup>22</sup>

Error is usually compared with mistake, but there is distinction between them. Corder in Hadiyah Husein As for mistakes, they usually result from performance deficiency. They are, the result of some neurophysiological breakdown or imperfection in the process of encoding and articulating speech. Mistakes are cases of wrong selection of style, dialect or variety. They are of no significance to process of language learning ,and the native speaker is normally capable of recognizing and correcting them.<sup>23</sup>

Corder distinguishes error from mistake: a mistake is random performance slip caused by fatigue, excitement, etc. mistake can be readily self- corrected,

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<sup>20</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2001), p. 34

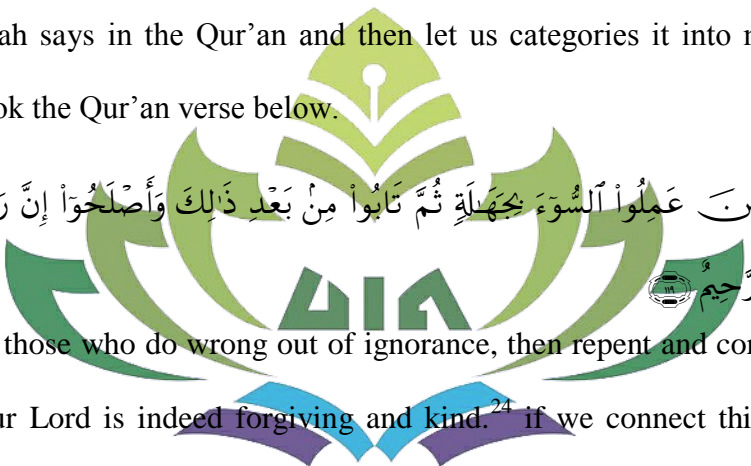
<sup>21</sup> Heidi Dullay et.al., *Languange Two*, (New York: Oxford University Press, 1982), p.138

<sup>22</sup> H Douglas Brown, *Principle of Language and Teaching*, (New York: Addison Wesley Longman.Inc.2000), p. 217

<sup>23</sup> Hadiyah Husein Aboud, College of Education Sammara Tikrit University “*Error Analysis Of The University Level Student In The Use Of Concord*”. Vol.5 No.13. January 2009. (August 10<sup>nd</sup> 2017)

whereas an error is systematic deviation made by learners who have not yet mastered the rule of L2. Error cannot be self corrected because it is a product reflective of the learner's current stage of LT 2 development or underlying competence. Errors are not something to be prevented, but errors are sign that learners are actively engaged in hypothesis testing which would be the result in the acquisition of target language rules.

From the explanation above, let us discussed the explanation about failure that Allah says in the Qur'an and then let us categories it into mistake or error. Look the Qur'an verse below.



ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهَالَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ

To those who do wrong out of ignorance, then repent and correct themselves, your Lord is indeed forgiving and kind.<sup>24</sup> if we connect this verse with the theory of mistake and error before, we can conclude that what is called *do wrong out of ignorance* is categorized as error because we have known that error is failure caused by lack of competence.

The distinction between performance and competence errors is extremely important, but it is often difficult to determine without a more in-depth analysis.<sup>25</sup> Therefore, in some cases of research, the researcher do not

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<sup>24</sup> Al Quran, 16 (An-Nahl) :119

<sup>25</sup> Heidi Dulay, *et. al*, *Language Two*, (New York: Oxford University Press, 1982), p. 139

distinguish between error and mistake. They called a failure as an error to any deviation, no matter what the characteristics or causes of the deviation might be. In this research, the researcher consider that surface strategy taxonomy cannot determine between performance and competence error, so that performance and competence error is regarded as errors.

## 2. Source of Error

In learning a second language, students often make several errors because of some factors. Norrish describes the source of errors as follows:

### a. Carelessness

It is often closely related to lack of motivation. One way of reducing the number of carelessness errors in written work is to get students to check others' works.

### b. First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits, the old ones will interfere the one ones. These causes of error is called *first language interference*.

### c. Translation

Word-by-word translation of idiomatic expressions in the learners' first language can produce classic errors.<sup>26</sup>

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<sup>26</sup> Norrish. Jhon, *Language Learners And Their Errors*, ( Uk : Prentice,1995), p.21

### 3. Classification of Errors

There are thirteen kinds of errors that the students frequently make in their writing, as follows:<sup>27</sup>

#### a. Singular- Plural

The sentence *He have been here for six months* should be replaced by *He has been here for six months.*

#### b. Word Form

The sentence *I saw a beauty picture* should be replaced by *I saw a beautiful picture.*

#### c. Word Choice

The sentence *She got on the taxi* should be replaced by *She got into the taxi.*

#### d. Verb Tense

The sentence *He is here since june* should be replaced by *He has been here since june.*

#### e. Add a Word

The sentence *I want \_\_\_ go to the zoo* should be replaced by *I want to go to the zoo.*

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<sup>27</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall Regents, 1989), p. 198

## f. Word Order

The sentence *I saw five times that movie* should be replaced by *I saw that movie five times*.

## g. Incomplete Sentence

The sentence *I went to bed. Because I was tired* should be replaced by *I went to bed because I was tired*.

## h. Spelling

The sentence *An accident occurred* should be replaced by *An accident occurred*.

## i. Punctuation

The sentence *What did he say* should be replaced by *What did he say?*.

## j. Capitalization

The sentence *I am studying english* should be replaced by *I am studying English*.

## k. Article

The sentence *I had accident* should be replaced by *I had an accident*.

## l. Meaning not clear

The sentence *He borrowed some smoke. ( ? ? ? )*.

## D. Concept of Error Analysis

The students can make errors in the pocess of language learning. The students' error is verry important to be analyzed and corrected. Analysis is



needed to know students' error and error analysis is the way to know the students' error by identifying, describing, and analyzing the error into kinds of error. Brown states that error analysis is the study of the learners' error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.<sup>28</sup> By establishing error analysis in learning process, teachers are able to examine students' problem and the process of acquiring a foreign language in language learning.

Error analysis is the process based on analysis of learners error in their process of second language learning. Error analysis is defined as a process based on analysis of learners error with one clear objective, evolving a suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language.<sup>29</sup>

Longman Dictionary of language teaching and applied linguistics defines error analysis as the study and analysis of the error made by the second language learners.<sup>30</sup> The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners errors, called error analysis. Error analysis become distinguished from contrastive analysis

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<sup>28</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (U.S. : Longman, 2007), 260

<sup>29</sup> Heidi Dullay, et.al., *Language Two*, (New York: Oxford University Press,1982), p.146-189

<sup>30</sup> JC Richard, et.al., *Longman Dictionary of Language Teaching and Applied Linguistic*, (London: Longman,1992), p.127

by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native language.

Based on definition above error analysis is the study of error in process learning foreign language or the second language learners and than can be analyzed, observed, described and classified the error into kinds of error. So, the researcher sum up that the error analysis is a way of looking at errors made by the learners or teacher which in turns help them to find out the students error, to correct them and improves the effectiveness of teaching.

### **E. Error Taxonomy**

Dullay et.al state there are four kinds of error such as linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.<sup>31</sup>

#### **1. Linguistic category taxonomy**

This category deals with errors based on the languages components, such as phonology (pronunciation, syntax, and morphology (grammar)), semantics and lexicon (meaning and vocabulary) and discourse (style) and the particular linguistics constituents of each language components that the errors effects.

#### **2. Comparative taxonomy**

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<sup>31</sup> Dullay, *Op,Cit*, p.146

The type of errors in a comparative taxonomy is based on comparison between the structure of L2 errors and certain other types of constructions. This used as a major predictor of students' errors identification is tracked back by looking for the synonym or translating the words in to the learners' mother tongue to look for the similarity or the phrases or sentences.

### 3. Communicative effect taxonomy

This deal with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. The errors are categorized in two local and global errors. Local errors are errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. Global errors are errors that effect overall sentence organization significantly hinder communication.

### 4. Surface strategy taxonomy

This category highlights the ways surface structure are altered in systematic and specific ways. Students' errors in this type are based on some logic as the result of the students' use interim principles to produce a new language.

In this research, the researcher will use surface strategy taxonomy by Dullay's theory that consists of omission, addition, misformation, and misordering error.

## F. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is one of most the common taxonomy used in analyzing language errors. Based on surface strategy taxonomy, Dullay et.al state that a surface strategy taxonomy high lights the ways surface structures will be altered : learners may omiss necessary items or add unnecessary ones, they may misform items or misorder them.<sup>32</sup> Therefore, surface strategy taxonomy classifies errors in four : omission, addition, misformation and misordering.

### 1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example, "*She sleeping*" (*Dia sedang tidur*) indicates that one item is omitted, which is *is*. The word 'is' is a grammatical verb form that plays an important role in constructing a proper sentence. And the word '*is*' in that sentence functions as an auxiliary. A verb in a proper sentence is something that can not be neglected, so one who omits verb (*is*) fails in constructing a proper sentence. That type of error is called omission error.

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<sup>32</sup> Dullay, *Op,Cit*, p.150

## 2. Additions

Additions errors are the presence of an item that must not appear in wellformed utterances. Dulay, Burt and Krashen say addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. There are three types of addition errors.

### a) Double Marking

The failure to delete certain items which are required in some linguistics contraction but not in others. For example, *She didn't went (Dia tidak pergi).*

### b) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example, the verb *eat* can not be changed into *eated* but *ate*. The noun *sheep* in plural form is also *sheep* not *sheeps* or the noun *man* can not be pluralized into *mans* but *men*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and most of nouns can be pluralized by adding *-s/-es* to singular forms, but not all of them. The description above shows other errors that may be made by the learners, which is error interfered by regularization.



### c) Simple Addition

Simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization. According to Dulay no particular features characterize simple additions other than those that characterize all addition errors-the use of an item which should not appear in a well-formed utterance. For example, in *The book is in over there*, the student makes a wrong sentence. They add 'in' as preposition. The well-formed sentence is *The book is over there (Buku itu disana)*.

### 3. Misformation

Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure. For instance, *The cat catch a mouse*. The simple present tense was not supplied by the learner. The wellformed sentence is *The cat catches a mouse (Kucing itu menangkap seekor tikus)*.

According to Dulay, Three types of misformation; regularization error, archi-forms and alternating forms.<sup>33</sup> Therefore, the researcher tries to explain them:

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<sup>33</sup>*Ibid*, p. 158

### a. Regularization Error

The one that relates to regular into irregular is called misformation. It means, regularization in misformation, the student is wrong in their word form such as; make a regular into irregular and vice versa.

For example,

As in *runned* for *run*

In the example, the student is wrong in choosing a word, the past tense of “run” is not “runned” but still *run*.

### b. Archi-Forms

The form selected by learners are called archi-form. It means that the students by themselves choosing a word what they argue it is right. As in :

I finish *to watch* TV

The sentence should be :

I finish watching TV

So, when one verb is followed by another, the second verb can either be an infinitive or an -ing form. Therefore, after the word “finish”, another verb must be in -ing form.

### c. Alternating Form

Since their vocabulary and their grammar grow up, the students free to choose the words when arranging a sentence. as in:

Rina talks to me, *he* talks about everything.

The sentence should be,

Rina talks to me, she talks about everything.

In this case, the student use masculine “he” for feminine “Rina”.

#### 4. Misordering

Misordering error is error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. For instance, *I do not understand what is that*. Here, the learner misorders the word ‘is’ and the well-formed sentence is *I do not understand what that is* (*Saya tidak mengerti apa itu*).

This category highlights the ways surface structures are altered in systematic and specific ways. Students’ errors in this type are based on some logic as the result of the students’ use of interim principles to produce a new language. James states that under this category, error can be classified into five types: omission, addition, misformation, misordering, and blends.<sup>34</sup>

#### G. Procedures of Errors Analysis

In the language teaching, either a native language or a second language teaching, study about the students errors is very important. Theo Van Els in Muhammad Saugi states that there are some procedures in errors analysis, namely;

##### 1. Identification of errors

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<sup>34</sup> Carl James, *Error in Language Learning and Use*, (New York: Longman,1998), p.205

2. Description of errors
3. Explanation of errors
4. Evaluation of errors
5. Preventing/correction of errors<sup>35</sup>

The first step in the process of analysis is identification of errors. In this step, teachers recognize the students' errors from the task given. The second step is the description of errors begun when identification stages have taken place. The description of the students errors involves classification of sort of errors made by the students. The explanation of errors is the third step which attempts to account for how and why such errors can occur. The fourth step in the process of error analysis is the evaluation where the teachers give tasks or tests to prove such errors as the incorrect ones. The last step in the procedure of error analysis is the correction of errors in which the teacher or examiners check the outcomes from the tasks or tests given to the students and thus to give corrections for the errors.

The purpose of this research are to find kinds and proportions of errors made by the students, then the resarcher only took two steps of five steps are identifying errors and describing errors.

## H. Concept of Noun

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<sup>35</sup> Muhammad Saugi, "An Analysis on Errors Made by Learners in Forming Irregular Plural Form", (Skripsi UIN Syarif Hidayatulloh, Jakarta, 2014), p.24

Noun is regarded as the important part in a sentence. In addition, it may function as the chief or head word in many structure of modification. In English language, “nouns typically inflect for number (singular or plural) and case (plain or genitive)”.<sup>36</sup> The singular nouns are words which indicate we are speaking of one or single thing. While plural nouns are words which indicate we are speaking of more than one certain number of things.

### 1. Definition of Noun

Nouns are commonly defined as words that refer to a person, place, thing, or idea.<sup>37</sup> Noun is a word denoting substance, plan, animal, person or something which is considered as a substance. “Nouns are words that allow us to name and label the persons, entities, objects, places, and concepts that make up our world”.<sup>38</sup> According to AS Hornby in Oxford Advanced Learners Dictionary of Current English, “noun is word which can function as the subject or object a verb, or the object of preposition”.<sup>39</sup> From all the meanings above, we can summarize that noun is a word that one part of speech used to describe things, person, etc, and has certain function in the sentence structure.

### 2. Kinds of Noun

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<sup>36</sup> Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (New York: Cambridge University Press, 2005), p.82

<sup>37</sup> Evelyn P. Altenberg and Robert M. Vago, *English Grammar*, (New York: Cambridge University Press, 2010), p.3

<sup>38</sup> Marcel Danes, *Basic American Grammar and Usage*, (New York: Barron's Educational Series, Inc, 2006), p.22

<sup>39</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1987), p.574



According to Marcella Frank in *Modern English Book*, there are four kinds of noun in English.

a. Proper Nouns

A proper noun begins with a capital letter in writing. It includes (a) personal names (Mr. John Smith); (b) names of geographic units such as countries, cities, rivers, etc. (Holland, Paris); (c) names of nationalities and religions (Dutchman, Christianity); (d) names of holidays (Easter, Thanksgiving Day); (e) names of time units ( Saturday, June); (f) words used for personification –a thing or abstraction treated as a person (Nature, Liberty).

b. Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses (we can see, touch, and smell the object), for example flower, girls, etc. An abstract noun is a word for a concept; it is an idea that exists in our minds only (beauty, justice, and mankind).

c. Countable and uncountable nouns

A countable noun can usually be made plural by the addition of –s (One girl-two girls). Uncountable noun is not used in the plural. A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. Countable nouns are the opposite of non-countable nouns and collective nouns. A non-countable

noun is a noun which does not have a plural form, and which refers to something that could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

d. Collective Noun

A collective noun is a word for a group of people, animals, or objects considered as a single unit (audience, committee, class, enemy, faculty, team, government, public, etc) Collective nouns are countable nouns; they may be used in the plural.<sup>40</sup>

3. Forms of Nouns

According to Frank in her book, *Modern English: a Practical Reference Guide*, forms of nouns can be divided into:

a. Inflectional Forms

Inflectional forms of nouns may indicate:

- 1) Gender. Special endings mark nouns as masculine, feminine or neuter, not necessarily according to actual sex.
- 2) Case. Special endings mark nouns according to their function in the sentence subject, object of the verb, etc.
- 3) Number. Special endings mark singular or plural nouns.

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<sup>40</sup> Marcella Frank, *Modern English A Practical Reference Guide*, (New Jersey : Prentice Hall, 1972), p.6-7

### b. Plural Inflectional Forms

The general rule for writing the plural of English nouns is to add s to the singular form (boy-boys, apple-apples). However this rule is complicated because of the many exceptions below:

- 1) After a sibilant sound spelled as s, z, ch, sh, x, es is added (classes, churches, dishes).
- 2) After y preceded by consonant, the y is changed to i and es is added (lady-ladies, country countries). If final y is preceded by a vowel, no change is made (attorney-attorneys, valleyvalleys).
- 3) In one-syllable words, final f or fe becomes ves in the plural (wife-wives, thief-thieves).
- 4) After final o, es is added, especially in some common words (heroes, negroes, potatoes, echoes).
- 5) Irregular plurals based on older English may take the form of : An internal change (man-men, foot-feet, mouse-mice) and an en ending (child-children, ox-oxen).
- 6) The plural has the same form as the singular (sheep-sheep, deer-deer).
- 7) The singular has the same form as the plural (series-series, means-means).

### c. Possessive Inflectional Forms

A singular noun is changed to possessive form by the addition of “s” (one boy “s” mother). A plural noun becomes possessive by the addition of alone to the final s (two boy “s” mothers). If an irregular plural noun does not already end in s, then “s” is added for the possessive (the children “s” mother). Proper nouns ending in s may take either or s (Dickens novels or, less commonly, Dickens “s novels). With a group of words functioning as a unit „s is placed after the last word in the group (the Queen of England”s throne; his mother-in-law “s interference; everyone else “s opinions).

#### d. Derivational Forms

Only nouns, verbs, adjectives, and adverbs have derivational forms. These form may express some degree of lexical meaning, or they may be little more than part of speech indicators. Derivational forms consist chiefly of special ending that may:

Change one part of speech to another. This kind of ending is attached to a word that already exist (engage+ment=engagement), perhaps with some change in the original word (destroy+tion= destruction). Sometimes the original word has several derivational endings, the last one of which determines the part of speech (nation+al+ize+ation= nationalization, a noun).

To summarize, forms of nouns involve inflectional indicate as gender, case and number, plural inflectional in general rule is to add s to singular,

possessive inflectional is functioning as a unit, s is placed after the last word in the group and derivational form belongs only noun, verb, adjective, and adverb.<sup>41</sup>

## I. Concept Plural Form

### 1. Definition of Singular and Plural Form

Some nouns can be counted which later will be called count noun or countable noun, and some cannot be counted which will be called noun-count noun or uncountable noun. A single unit or one of count noun is called singular noun which some are written or spelled differently compare to the same noun which is more than one unit.<sup>42</sup>

In English, “nouns typically inflect for number (singular or plural) and case (plain or genitive). According to Oxford advanced learner’s dictionary, “plural is (form of word) used with reference to more than one”.<sup>43</sup> Singular is referring to one person, thing and so on. Plural is referring to more than one”. In the first instance, it applies to noun inflection: noun typically have contrasting singular and plural forms. “A noun that names one person, place, or things is a singular noun. A noun that names more than one person, place,

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<sup>41</sup> *Ibid*, Pp.12-13

<sup>42</sup> Binsar Sihombing and Barbara Burton, *English Grammar Comprehension*, (Jakarta : Kompas Gramedia, 2007), p.171

<sup>43</sup> A.S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (Oxford: Oxford University Press, 1987), p.643

or thing is a plural noun”. Furthermore, “plural is consisting of, containing, or pertaining to more than one”.

From the definitions about plural above, it can be concluded that plural do not described as a single thing or plural has more than one of the person, place, or thing in the real world.

## 2. Types of Plural Form

The plural of nouns is made in two ways: regular and irregular. Usually we pluralize a noun by adding an “s” to it, as in *books*; these nouns are called regular. There are a handful of nouns that are pluralized in other ways; these nouns are called irregular.<sup>44</sup>

### a. Regular Plural Nouns

Regular plural is plural form arranged by adding “s” in general and has a certain formula.

Example:

Singular and plural final -s/ -es

Noun + -s : *friends* are important.

Noun + -es : i like my *classes*.

A final -s or -es is added to a noun to make a noun plural.

*Friend* = a singular noun    *Friends* = a plural noun

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<sup>44</sup> Evelyn P. Altenberg and Robert M. Vago, *Op.Cit*, p.9




Class = a singular noun    classes= a plural noun.<sup>45</sup>

According to Frank there are many ways of forming the plural of nouns:<sup>46</sup>

Regular Plural as follows:

There are many rules in using singular and plural nouns, as follows:

Form the plural of most noun by adding –s/ -es



<u>Singular</u>	<u>Plural</u>
Door	doors
Table	tables
Pen	pens
Book	books
Chair	chairs
Box	boxes
Key	keys
Lady	ladies
City	cities
Leaf	leaves

- 1) Nouns ending with the hissing sounds of *s*, *x*, *sh*, or *ch* form the plural by adding –*es*.

Example:

<u>Singular</u>	<u>plural</u>
Moss	mosses
Dish	dishes
Buzz	buzzes
Box	boxes
Church	churuches
Marsh	marshes

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<sup>45</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall Regents, 1989), p. 198

<sup>46</sup> Marcella Frank, *Op.Cit.* Pp. 13-14.

- 2) Nouns ending in *-y* preceded by a consonant change *y* into *i* before adding *-es*.

<u>Singular</u>	<u>plural</u>
Lady	ladies
City	cities
Army	armies
Country	countries

- 3) Nouns ending in *-o* preceded by a consonant generally add *-es* to form the plural.

<u>Singular</u>	<u>plural</u>
Hero	heroes
Buffalo	buffaloes
Potato	potatoes
Tomato	tomatoes

- 4) Nouns ending in *-fe* or *-f*, it generally changes the *-fe* or *-f* to *-ves*.

<u>Singular</u>	<u>plural</u>
Beef	beeves
Wife	wives
Life	lives

### b. Irregular Plural Nouns

irregular plural has not the exact rule and make the students remember about it. Some nouns have irregular plural forms.<sup>47</sup>

<u>Singular</u>	<u>plural</u>
Woman	women
Man	men
Child	children

<sup>47</sup> Entin Sutinah Dkk, *Get Along With English For Vocational School Grade X Novice Level*, (Jakarta : Erlangga,2010), p.28

Tooth	teeth
Foot	feet
Mouse	mise
Person	people
Ox	oxen
Alumni	alumnus

Irregular Plural as follows:

- 1) Some nouns have the same form in the singular and the plural. (Fish-fish, Sheep-sheep, species-species).
- 2) Some nouns have the same form in the plural and the singular (Series series).
- 3) Irregular -(e)n plurals (Child children).

### c. Plural Form in Indonesian Language

Farida states Plural is to express more than one. In Indonesian language plural maked by adding the number words such as “*dua orang (two people)*” or “*lebih dari tiga orang (more than three persons)*”, *dua buku (two books)*, and the uses group words: a plural can be shown by using the singular noun and adding group words.

More than one person could be phrased as:

*Beberapa orang (some people)*

*Banyak orang (many people)*

*Para siswa (students as a group)*

*Seluruh siswa (all of student)*

*Berbagai (various)*

For example:

Arya membeli beberapa buku cerita (*arya buys some story books*).

Seluruh umat islam merayakan Hari Raya Idul Fitri (*all of muslims celebrate ied mubarak*).<sup>48</sup>

Generally the show pluralization is expressed by repetition. If a single word is seen as a collection, then noun may be in the form of reduplication in front of the *para* or *kaum*. *Orang* can refer to one person, many people or everyone.

For examples:

a. *Murid-murid sedang membaca sebuah buku.*  
(*students are reading a book*)

b. *Murid-murid sedang membaca buku.*  
(*students are reading books*)

If what the student is reading is just one book, one book read together, then a (*sebuah*) must be stated explicitly as in the sentence (a). The *book* of the sentence (b) has an intrinsic meaning of plurality.

Because of its singularity, the *book* on (a) can be preceded by a (*sebuah*) single classification without any change in meaning. Opposite, because of

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<sup>48</sup> Farida, "Jamak Taksir dan Cara Merjemahkannya", (Skripsi UIN Syarif Hidayatullah, Jakarta, 2011,) p.24

its meaninglessness, the *book in sentence (b)* can not be preceded by a (*sebuah*).<sup>49</sup>

Plural personal pronouns: a plural can be shown by using plural personal pronouns like *mereka, kami or kita* in the same sentence or in other sentences nearby to clarify it is “*them or they*”.

#### **J. Concept Analysis of Translation Errors From Indonesian to English in Changing Plural**

In learning English the students usually make errors. Therefore, it becomes a very good input and will be useful for this research, because it can help the researcher to solve the problems which will be faced students of senior high school translation in using singular or plural. Before discussing about the student errors, the researcher will be describing the concept error analysis, translation, singular or plural and surface strategy taxonomy, the first : error analysis is study of identifying, describing, and classifying the noticeable errors that is made by the student in learning process. the researcher analysis an error analysis in translating transforming plural.

Brown states, “the fact the learners do make errors and these errors can be observed, analyze and classify to serval something to system operating within

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<sup>49</sup> Departemen Pendidikan dan Kebudayaan, *Tata Bahasa Baku Bahasa Indonesia*, (Jakarta: Perum Balai Buku,1992), Pp.201-202

the learners, led to a surge of study of learner's errors, called error analysis".<sup>50</sup>

The second : singular plural form, learners will possibly make error in transforming plural in translation. It happens probably because learners do not yet have full understanding about the of prepositions of place. Based on explanation above, the students experience difficulty in writing, especially in translation changing plural.

In general, there are four most useful and common used bases to descriptively classify the errors, namely linguistic category, comprative taxonomy, communicative effect and surface strategy taxonomy. Each taxonomy has its own unique feature and way classification but the researcher analysis the errors only based on surface strategy taxonomy. Surface strategy taxonomy classifies errors into four : omission, addition, misformation, and misordering.

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<sup>50</sup> H Douglas Brown, *Principle of Language and Teaching*, (New York: Addison Wesley Longman.Inc,2000), p. 206



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used descriptive qualitative research. According to Auebach and Silverstain, qualitative is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.<sup>1</sup> In addition Arikunto said that Descriptive research is to describe the situation or status of Phenomena.<sup>2</sup> In this research, the researcher used descriptive qualitative research to gain description of status of phenomena that appear in the current situation. It can be that the researcher come to field to obtain the information about students errors, to write, to describe them, then analyze her finding based on the surface strategy taxonomy, they are; omission, addition, misformation and misordering.

By descriptive qualitative research, the researcher was described the student's error in translation plural form by the students. Therefore, the researcher will identify, classify the error in their translation made by the students based on

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<sup>1</sup>Carl F. Auerbach, Louise B. Silverstein, *An Introduction to Coding and Analysis: Qualitative data*, (New York: New York University Press, 2003), p.1

<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Pragmatik*, (Jakarta: Rineka Cipta, 1993), p. 209

surface strategy taxonomy; misinformation, misordering, misinformation and addition.

## B. Subject of the Research

In this research, the researcher used purposive sampling technique to select the research subject. Techniques to determine the research sample with some certain considerations.<sup>3</sup> The goal of purposive sampling is not to obtain a large and representative sample; the goal is to select persons, places, or things that can provide the richest and most detailed information to help us answer our research questions. The subject of the researcher is the students of the second semester of tenth class of SMK SMTI Bandarlampung in the academic year of 2017/2018.

Actually, there are three classes namely KI 1, KI 2, and KI 3 class as in table, but the researcher took only one class. Based on recommended by Mr. Herisef, the researcher choses class KI3 as the sample and the object for analysis of student errors in making translation transforming plural nouns.

**Table 1**  
**The number of Students at Tenth Class of second Semester of SMK**  
**Teknologi Industri (SMTI) Bandar Lampung**

No	Class	Genre		Students
		Male	Female	
1.	KI 1	18	15	33
2.	KI 2	20	12	32
3.	KI 3	20	10	30
Total :		58	37	95

*Source: Teacher*

<sup>3</sup> Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2015), Pp.53-54

### C. Population and Sample

Population is the whole subject of the research. Population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.<sup>4</sup> The population of this research is all the sentences translation in plural nouns made by the students. A sample is a portion of population that had been chosen because of the some reasons or some characteristics that make them become sample. This is emphasized by schreiber that the sample of participants for the study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group.<sup>5</sup> In this research, the researcher chose only all the sentences that contain errors in translation plural nouns as a sample.

In this research, the researcher used purposive sampling technique. Purposive sampling technique is research intentionally select individuals and sites to learn and understand the central phenomenon.<sup>6</sup> It means that the sample is chosen by a reason.

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<sup>4</sup> James Schreiber and Kimberly Asner-self, *Education Research*, (New York : John Wiley & Sons, Inc ,2011), p.10

<sup>5</sup> *Ibid*, p.15

<sup>6</sup> John Creswell, *Educational Research*, (4<sup>th</sup> Ed), (New York : Pearson Education, Inc., 2012), p.206

#### **D. Data Collecting Technique**

The next step is to choose the data collection technique. The most common data collection technique used in qualitative research are; observation, interviewing, and document analysis. In collecting the data, the researcher used documents.

With so much variation in the types of documents, there are many procedures for collecting them. Here are several useful guidelines for collecting document in qualitative research.

1. Identify the types of document that can provide useful information to answer the qualitative research.
2. Consider both public (e.g., school board minutes) and private documents (e.g., personal diaries) as sources of information for the research.
3. Once the documents are located, seek permission to use them from the appropriate individuals in charge of the materials.
4. If you ask participants to keep a journal, provide specific instructions about the procedure. These guidelines might include what topics and format to use, the length of journal entries, and importance of writing their thought legibly.
5. Once you have permission to use documents, examine them for accuracy, completeness and usefulness in answering the research questions in the study.

6. Record information from the document. This process can take several forms, including taking notes about the document or, if possible, optically scanning them so a text (or word) file is created for each document.<sup>7</sup>

Collecting personal documents can provide a researcher with a rich source of information. For example, consider a study that used journals prepared by several women. An important source for learning about women in superintendent positions is for them to keep a personal journal or diary of their experiences. A researcher asked three women superintendents to keep a diary for 6 months and record their reactions to being a woman in their capacity of conducting official meetings comprised primarily of men.

From the example above, Creswell asks the subject of the research to do something. He asks them to keep personal journals were useful for learning about the working lives of women in educational settings. It's provide him to get a source of information.<sup>8</sup>

From the statement above in order to know students' errors in making translation transforming plural, the researcher used documentation to collect the data. In this research, the documentation was taken from the students' writing task that can provide her with a rich source of information.

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<sup>7</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 3<sup>rd</sup> Edition, (New Jersey ; Pearson Education, 2008), P. 231

<sup>8</sup> *Ibid.*

According to Arikunto, documentation derived from the word document means written object.<sup>9</sup> It means the documentation data can be find in the written record of the subject. Thus, the source of analyzing the data in this research through documentation that is took from the students' writing task that are written by the students at the second semester of the tenth grades at SMK SMTI Bandar Lampung in academic years of 2017/2018. In writing task, the researcher asked the students to translate sentences in transforming. The researcher give students 60 minutes to translate the sentences on the paper. From the result of the task, the researcher analyzed the students' errors in translate transforming plural sentence based on Dulay's theory.

#### **E. Research Instrument**

An instrument is a device to get the data.<sup>10</sup> In this case, the researcher used documents as instrument in collecting the data as well. In this research, documents used to know the students' errors and got accurate data of the students in translation plural.

The intruction in doing the task is as follows the steps: first, the students wrote their name in paper then the researcher ask them to translate sentences consist of plural, finally they must finish it in 60 minutes. The data took the students that contain error in translation plural analyzed by the researcher.

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<sup>9</sup> Suharsimi Arikunto, *Op.Cit*, p. 201

<sup>10</sup> Jeremy Harmer, *How to Teach English*, (England : Pearson Education Limited, 2007), p.171



## F. Research Procedures

The researcher used the procedure of the research as follows:

1. Asking for permission to the headmaster of SMK SMTI Bandar Lampung.
2. Consulting to the teacher of English subject at SMK SMTI Bandar Lampung.

The researcher asks to the teacher about the assignment that they gave to their students.

3. Determined the subject of the research

In this research, the subject was students of the tenth grade of SMK SMTI Bandar Lampung by purposive sample technique.

4. Determined the instrument of the research.

The researcher determined the instrument that was given to the students. The researcher used document as instrument.

5. Collecting the students' task.

The researcher collected the data and documented the data through writing task.

6. Analyzing and classified the data.

The researcher analyzed the data by identifying and classifying the data based on surface category taxonomy ; omission, addition, misinformation, and misordering.

7. Reporting the result.

The researcher reported the error and wrote it in next chapter.

## G. Trustworthiness The Data

In the qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed.

According to Setiyadi, Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>11</sup> Validity is the degree of accuracy of the data happens to the object of research with the power that can be reported by investigation.<sup>12</sup> It can be said that validity is the degree of accuracy of the data.

There are six kinds of triangulation, there are<sup>13</sup>:

### a. Triangulation of time

triangulation of time has two form, there are cross- sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.

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<sup>11</sup> Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.246

<sup>12</sup> Sugiyono, *Metode Penelitian pendidikan Kuantitatif, Kualitatif dan R n'D*(Bandung:Alfabeta, 2012), p. 363

<sup>13</sup>Ag Bambang Setiyadi, *Op Cit*, p. 346-347.

b. Triangulation of place

In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.

c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

d. Triangulation of method

In triangulation of method the researcher use different method for collecting similar data.

e. Researcher triangulation. In researcher triangulation, for collecting the same data, it done by some people/ several researchers.

f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collect the both of data from those approach.

In this research, the researcher will used researcher triangulation. In research triangulation, for collecting the same data it is done by some people/several researchers. It means that the results of this research either in the form of data or conclusions was check by other researchers and done by holding a discussion or involving some researchers who have sufficient knowledge. The judgments of other researcher are carried out in order to achieve the dependability of the data

analysis of students' error in translation plural. The data analysis discussed and consulted with other researcher. This research study is also consulted by them in order to confirm the data. By applying this technique, the researcher expects the result of this research have strong data and accurate conclusion.

## H. Data Analysis

After the data will be collected, the researcher will analyze it. Sugiyono states that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them to enable you to put present what you have discovered to others.<sup>14</sup> The data analysis in this research will be students' result in task of Tenth class of second semester at SMK SMTI Bandar Lampung.

There are some steps to analyze the data, as follows:<sup>15</sup>

1. collecting the student's assignment sheets and analyse their errors.

The researcher focuses of this study is only on translation errors and errors in transforming plural nouns.

2. The researcher analyze the students' error based on surface strategy taxonomy. The researcher analyzing and identifying the students' errors by underlining the errors item.

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<sup>14</sup>Sugiyono, *Metode penelitian kuantitatif, kualitatif dan R&D*, (Bandung:alfabeta), p.88

<sup>15</sup> Rod Ellis, *The Study of Second Language Acquisition*, (2<sup>nd</sup> Ed) (New York: Oxford University Press: 2008), p.52

Identifying the students' errors in translate plural. To find the errors, the researcher read the students task and identifying the students errors by using code: (O) omission, (A) addition, (MF) misinformation, (MO) misordering.

3. Classifying their error based on surface strategy taxonomy types whether it is omission, addition, missordering or misinformation.
4. Explaining the students' errors.
5. Calculating the total error from each type of classification of error based on surface strategy taxonomy to know the percentages of students' error.

According to Anas, to count the percentage of errors the researcher was used the following formula:

$$P = \frac{F}{N} \times 100\%$$

P : percentage number,

F : Frequency,

N : Number of the student.<sup>16</sup>

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<sup>16</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p.43.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the research**

The main of instrument of this research was documentation. The data gained from the students' translation in transforming plural noun. In collecting the data, this research has chosen 30 students who came from one class at the tenth grade of SMK SMTI Bandar Lampung to complete the data. The researcher asked the student to translate sentence transforming plural from Indonesia into English that consisted 10 number. The numbers of student were 34, but the sample of the research was 30 students because when researcher took data 4 students were absent.

After the researcher got data of the students' sentence, the researcher analyzed them based on surface strategy taxonomy. When the researcher analyzed the students' sentences in translate of transforming plural, the researcher found that were 29 item of ommision error, 6 items of Addition error (Simple Addition), 10 items of Addition error (regularization), 16 items of Misformation (Regularization), 58 items of Misformation error (Alternating Form), and 6 items of Misordering error. The total 125 items of errors of students' sentences.



Below are presented of apparent errors made by students translate transforming plural sentences.

### 1. Types of Students' Error in Translating Plural Form Based on Surface Strategy Taxonomy

The followings were the several samples of students' errors in translate transforming plural based on surface strategy taxonomy.

#### a. The Data of Students' Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. In translate tranforming plural sentence in this research, the researcher found 29 item of omission. The following data are presented the several samples of errors committed by students. Therefore, the whole of data omission errors can be seen below:

**Table 4.1**  
**Error in Ommision**

No	The Students' Error		Corrections	Explanations
1	MY	My father have a boy and some <u>daughter</u>	My father has a son and some <u>daughters</u>	<i>The letter "s" should be added in word "daughter"</i>
2	MY	There are many butterfly and <u>bird</u> in the zoo	There are many butterflies and <u>birds</u> in the zoo.	<i>The letter "s" should be added in word "bird"</i>
3	ASW	There are some kinds of butterflies and <u>bird</u> in the zoo	There are many butterflies and <u>birds</u> in the zoo.	<i>The letter "s" should be added in word "bird"</i>
4	RD	My father have a son and some <u>daughter.</u>	My father has a son and some <u>daughters</u>	<i>The letter "s" should be added in word "daughter"</i>

5	MAA	Mr Budi house's has four <b><u>bedroom</u></b> and two bathrooms	Mr Budi's house has four <b><u>bedrooms</u></b> and two bathrooms	<i>The letter "s" should be added in word "bedroom"</i>
6	MAA	There are types of butterfly and <b><u>bird</u></b> at the zoo	There are many butterflies and <b><u>birds</u></b> in the zoo.	<i>The letter "s" should be added in word "bird"</i>
7	FSF	Mr budi house has 4 bedrooms and two <b><u>bathroom</u></b>	Mr Budi's house has four bedrooms and two <b><u>bathrooms</u></b>	<i>The letter "s" should be added in the word "bathroom"</i>
8	FSF	I and my friends are reading some <b><u>book</u></b> in the library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
9	AOR	I and my friends is reading some <b><u>book</u></b> in the library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
10	EKN	I and my friends are reading some <b><u>book</u></b> in the library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
11	EKN	Any kinds of butterfly and <b><u>bird</u></b> at the zoo	There are many butterflies and <b><u>birds</u></b> in the zoo.	<i>The letter "s" should be added in the word "bird"</i>
12	MRAP	There is kinds of butterflys and <b><u>bird</u></b> in the zoo	There are many butterflies and <b><u>birds</u></b> in the zoo.	<i>The letter "s" should be added in the word "bird"</i>
13	DA	There are kind butterflys and <b><u>bird</u></b> in the zoo	There are many butterflies and <b><u>birds</u></b> in the zoo.	<i>The letter "s" should be added in the word "bird"</i>
14	IDP	House mr budi's has four bedrooms and two <b><u>bathroom</u></b>	Mr Budi's house has four bedrooms and two <b><u>bathrooms</u></b>	<i>The letter "s" should be added in the word "bathroom"</i>
15	IDP	I and my friends is reading some <b><u>book</u></b> in library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
16	PA	There are many batterflies and <b><u>bird</u></b> in the zoo	There are many butterflies and <b><u>birds</u></b> in the zoo.	<i>The letter "s" should be added in the word "bird"</i>

17	DA	Me and my friends are reading some <b><u>book</u></b> in library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
18	RH	There are some butterflies and <b><u>bird</u></b> in the zoo	There are many butterflies and <b><u>birds</u></b> in the zoo.	<i>The letter "s" should be added in the word "bird"</i>
19	AR	I and my frind's reading some <b><u>book</u></b> in library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
20	RMP	Mr budi hous have four <b><u>bedroom</u></b> and two bathroom	Mr Budi's house has four <b><u>bedrooms</u></b> and two bathrooms	<i>The letter "s" should be added in the word "bedroom"</i>
21	RMP	Mr budi hous have four bedroom and two <b><u>bathroom</u></b>	Mr Budi's house has four bedrooms and two <b><u>bathrooms</u></b>	<i>The letter "s" should be added in the word "bathroom"</i>
22	RMP	Me and my friend is reading <b><u>book</u></b> in the library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
23	SA	I and my friends reading some <b><u>book</u></b> in library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
24	SA	There are some butterflies and <b><u>bird</u></b> in the zoo	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "bird"</i>
25	MU	I and my friends is reading som <b><u>book</u></b> in library	I and my friends are reading some <b><u>books</u></b> in the library	<i>The letter "s" should be added in the word "book"</i>
26	IR	House mr budi has four <b><u>bedroom</u></b> and two bathrooms	Mr Budi's house has four <b><u>bedrooms</u></b> and two bathrooms	<i>The letter "s" should be added in the word "bedroom"</i>
27	MA	Any types of butterflys and <b><u>bird</u></b> at the zoo	There are many butterflies and <b><u>birds</u></b> in the zoo.	<i>The letter "s" should be added in the word "bird"</i>
28	MA	I and my friend is reading some <b><u>book</u></b> at library	I and my friends are reading some <b><u>books</u></b> in the	<i>The letter "s" should be added in the word "book"</i>

			library	
29	AW	I and my friend is reading some <u>book</u> at library	I and my friends are reading some <u>books</u> in the library	<i>The letter "s" should be added in the word "book"</i>

### b. The Data of Students' Addition Errors

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. There are the types of addition that made by student when they translate plural nouns;

#### 1) Simple Addition

Simple addition errors are characterized by the addition of one element to the correct utterance. In translate plural sentence in this research, the researcher found 6 item of simple addition. The following data are presented the several samples of errors committed by students. Therefore, the whole of data Simple addition can be seen below:

**Table 4.2**  
**Error in Addition (Simple Addition)**

No	The Students' Error		Corrections	Explanations
1	FSF	Mr ahmad has two wife and four <u>childrens</u>	Mr ahmad has two wives and four <u>children</u>	<i>Addition of "s", it should be omitted</i>
3	DA	Mr ahmad have two wives and four <u>childrens</u>	Mr ahmad has two wives and four <u>children</u>	<i>Addition of "s", it should be omitted</i>
4	IDP	Mr ahmad having wives and four <u>childrens</u>	Mr ahmad has two wives and four <u>children</u>	<i>Addition of "s", it should be omitted</i>
5	SAA	Mr ahmad have wives and four <u>childrens</u>	Mr ahmad has two wives and four <u>children</u>	<i>Addition of "s", it should be omitted</i>

6	RMP	Mr ahmad has wifes and four <u>children's</u>	Mr ahmad has two wives and four <u>children</u>	<i>Addition of "s", it should be omitted</i>
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## 2) Addition Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. In translate plural sentence in this research, the researcher found 10 item of addition regularization. The following data are presented the several samples of errors committed by students. Therefore, the whole of data addition regularization can be seen below:

**Table 4.3**  
**Error in Addition (Addition Regularization)**

No	The Students' Error		Corrections	Explanations
1	PA	Some Indonesians <u>peoples</u> live in korea and stay there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word "peoples" should be changed "people"</i>
2	AOR	Some Indonesia <u>peoples</u> live in korea and stay there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word "peoples" should be changed "people"</i>
3	MRAP	Some Indonesian <u>people's</u> life in korea and stay there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word "peoples" should be changed "people"</i>
4	DA	Some Indonesia	Some Indonesia <u>people</u>	<i>The word</i>

		<u>peoples</u> live in korea and stay at there	live in korea and stay there.	<i>“peoples” should be changed “people”</i>
5	FAM	Some Indonesia <u>peoples</u> live in korea and stay there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word “peoples” should be changed “people”</i>
6	R	Some <u>people’s</u> Indonesia live in korea and stay in there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word “peoples” should be changed “people”</i>
7	AR	Some Indonesian <u>peoples</u> live in korea and stay at there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word “peoples” should be changed “people”</i>
8	BHD	Some Indonesia <u>peoples</u> live in korea and staying in there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word “peoples” should be changed “people”</i>
9	SA	Some Indonesia <u>peoples</u> live in korea and staying in there	Some Indonesia <u>people</u> live in korea and stay there.	<i>The word “peoples” should be changed “people”</i>
10	AS	Some Indonesia <u>peoples</u> life in korea and stay at there	Some Indonesian <u>people</u> live in korea and stay there.	<i>The word “peoples” should be changed “people”</i>

### c. The Data of Students’ Misformation Errors

Misformation errors are characterized by the use of wrong form of the morpheme or structure. There are the types of misformation that made by student when they translate plural sentences;



### 1) Regularization Error

Regularization is an item in which a regular marker is used an irregular one. In translate plural sentence in this research, the researcher found 16 item of regularization. The following data are presented the several samples of errors committed by students. Therefore, the whole of data Regularization errors can be seen below:

**Table 4.4**  
**Error in Misformation (Regularization)**

No	The Students' Error		Corrections	Explanations
1	AW	Mr. ahmad have two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word "wifes" should be replaced by "wives"</i>
2	ASW	Mr. Ahmad having two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word "wifes" should be replaced by "wives"</i>
3	MA	Mr. ahmad have two <u>wifes</u> and four childrens	Mr. Ahmad has two <u>wives</u> and four children	<i>The word "wifes" should be replaced by "wives"</i>
4	RD	Mr. Ahmad have two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word "wifes" should be replaced by "wives"</i>
5	BMD	Mr. Ahmad has two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word "wifes" should be replaced by "wives"</i>
6	AA	Mr. Ahmad has two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word "wifes" should be replaced by "wives"</i>
7	AOR	Mr. Ahmad has two wives and four <u>childs</u>	Mr. Ahmad has two wives and four <u>children</u>	<i>The word "childs" should be replaced by "children"</i>

				<i>“children”</i>
8	EKN	Mr ahmad have two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word “wifes” should be replaced by “wives”</i>
9	MRAP	Mr. Ahmad have two <u>wifes</u> and four boys	Mr. Ahmad has two <u>wives</u> and four children	<i>The word “wifes” should be replaced by “wives”</i>
10	IDP	Mr. Ahmad having two <u>wifes</u> and four childrens	Mr. Ahmad has two <u>wives</u> and four children	<i>The word “wifes” should be replaced by “wives”</i>
11	DA	Mr. Ahmad has 2 wives and 4 <u>childs</u>	Mr. Ahmad has two wives and four <u>children</u>	<i>The word “childs” should be replaced by “children”</i>
12	RH	Mr. Ahmad having two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word “wifes” should be replaced by “wives”</i>
13	SAA	Mr. Ahmad have two <u>wifes</u> and four childrens	Mr. Ahmad has two <u>wives</u> and four children	<i>The word “wifes” should be replaced by “wives”</i>
14	BHD	Mr. Ahmad’s two <u>wifes</u> and four children	Mr. Ahmad has two <u>wives</u> and four children	<i>The word “wifes” should be replaced by “wives”</i>
15	RMP	Mr. Ahmad has two <u>wife’s</u> and four children’s	Mr. Ahmad has two <u>wives</u> and four children	<i>The word “wifes” should be replaced by “wives”</i>
16	AF	Mr. Ahmad has two wife and four <u>childs</u>	Mr. Ahmad has two wives and four <u>children</u>	<i>The word “childs” should be replaced by “children”</i>

### 1) Alternating Form

Alternating Form are characterized by error in proper selection of words .

In this case, the students cannot differences the grammatical pattern of the

sentence. In translate transforming plural sentence in this research, the researcher found 58 item of alternating form. The following data are presented the several samples of errors committed by students. Therefore, the whole of data alternating form errors can be seen below:

**Table 4.5**  
**Error in Misformation (Alternating)**

No	The Students' Error		Corrections	Explanations
1	MY	There are types of <u>butterfly</u> and bird at zoo	There are some <u>butterflies</u> and birds in the zoo	<i>The word plural "butterfly" should be replaced by "butterflies"</i>
2	MY	Ana go to market to buys some a <u>potato</u> and 3kg tomato	Ana goes to the market to buy some <u>potatoes</u> and 3kg tomatoes	<i>The word plural "potato" should be replaced by "potatoes"</i>
3	MY	Ana go to market to buys some a potato and 3kg <u>tomato</u>	Ana goes to the market to buy some potatoes and 3kg <u>tomatoes</u>	<i>The word plural "tomato" should be replaced by "tomatoes"</i>
4	AW	Ana go to the market to buys some <u>potato</u> and 3kg tomatoes	Ana goes to the market to buy some <u>potatoes</u> and 3kg tomatoes	<i>The word plural "potato" should be replaced by "potatoes"</i>
5	FSF	Mr. Ahmad has two <u>wife</u> and four childrens	Mr. Ahmad has two <u>wives</u> and four children	<i>The word plural "wife" should be replaced by "wives"</i>
6	FSF	Sinta have some <u>hobbys</u> . His hobbys are swimming, singing, and dancing	Sinta has some <u>hobbies</u> , her hobbies are swimming, singing and dancing	<i>The word plural "hobbys" should be replaced by "hobbies"</i>
7	FSF	Tenth grade has eight <u>class</u> and eleventh grade has sixs class	Tenth grade has eight <u>classes</u> and eleventh grade has six classes	<i>The word plural "class" should be replaced by "classes"</i>
8	FSF	Tenth grade has	Tenth grade has	<i>The word plural</i>

		eight class and eleventh grade has sixs <u>class</u>	eight classes and eleventh grade has six <u>classes</u>	<i>"class" should be replaced by "classes"</i>
9	BMD	Sinta have some <u>hobbyes</u> , her hobby are swimming, singing and dancing	Sinta has some <u>hobbies</u> , her hobbies are swimming, singing and dancing	<i>The word plural "hobbyes" should be replaced by "hobbies"</i>
10	BMD	Indonesia has many <u>heros</u> , RA kartini is one of hero in indonesia	Indonesia has so many <u>heroes</u> , RA kartini is one of them	<i>The word plural "heros" should be replaced by "heroes"</i>
11	BMD	There are some <u>butterflys</u> and birds in the zoo	There are some <u>butterflies</u> and birds in the zoo	<i>The word plural "butterflys" should be replaced by "butterflies"</i>
12	EKN	Ana go to the market to buy some <u>potatos</u> and 3kg tomatos	Ana goes to the market to buy some <u>potatoes</u> and 3kg tomatoes	<i>The word plural "potatos" should be replaced by "potatoes"</i>
13	EKN	Ana go to the market to buy some potatos and 3kg <u>tomatos</u>	Ana goes to the market to buy some potatoes and 3kg <u>tomatoes</u>	<i>The word plural "tomatos" should be replaced by "tomatoes"</i>
14	EKN	Any kinds of <u>butterfly</u> and bird at the zoo	There are some <u>butterflies</u> and birds in the zoo	<i>The word plural "butterfly" should be replaced by "butterflies"</i>
15	EKN	Tenth grade has eight <u>class</u> and eleventh grade has six class	Tenth grade has eight <u>classes</u> and eleventh grade has six classes	<i>The word plural "class" should be replaced by "classes"</i>
16	EKN	Tenth grade has eight class and eleventh grade has six <u>class</u>	Tenth grade has eight classes and eleventh grade has six <u>classes</u>	<i>The word plural "class" should be replaced by "classes"</i>
17	MRAP	Ana go to market to buys some <u>potatos</u> and 3kg tomatos	Ana goes to the market to buy some <u>potatoes</u> and 3kg tomatoes	<i>The word plural "potatos" should be replaced by "potatoes"</i>
18	MRAP	Ana go to market to buys some potatos and 3kg <u>tomatos</u>	Ana goes to the market to buy some potatoes and 3kg <u>tomatoes</u>	<i>The word plural "tomatos" should be replaced by "tomatoes"</i>

19	MRAP	Mr. Ahmad have two wives and four <u>boys</u>	Mr. Ahmad has two wives and four <u>children</u>	<i>The word “boys” should be replaced by “children”</i>
20	MRAP	There is kinds of <u>butterflys</u> and bird in the zoo	There are some <u>butterflies</u> and birds in the zoo	<i>The word plural “butterfly” should be replaced by “butterflies”</i>
21	MRAP	Tenth grade has eight <u>class</u> and eleventh grade has six class	Tenth grade has eight <u>classes</u> and eleventh grade has six classes	<i>The word plural “class” should be replaced by “classes”</i>
22	MRAP	Tenth grade has eight class and eleventh grade has six <u>class</u>	Tenth grade has eight classes and eleventh grade has six <u>classes</u>	<i>The word plural “class” should be replaced by “classes”</i>
23	DA	Ana go to market for buy some <u>potatos</u> and 3kg tomatos	Ana goes to the market to buy some <u>potatoes</u> and 3kg tomatoes	<i>The word plural “potatos” should be replaced by “potatoes”</i>
24	DA	Ana go to market for buy some potatos and 3kg <u>tomatos</u>	Ana goes to the market to buy some potatoes and 3kg <u>tomatoes</u>	<i>The word plural “tomatos” should be replaced by “tomatoes”</i>
25	DA	There are kind <u>butterflys</u> and bird in the zoo	There are some <u>butterflies</u> and birds in the zoo	<i>The word plural “butterflys” should be replaced by “butterflies”</i>
26	FAM	Ana go to the market to buying some <u>potatos</u> and 3kg tomatoes	Ana goes to the market to buy some <u>potatoes</u> and 3kg tomatoes	<i>The word plural “potatos” should be replaced by “potatoes”</i>
27	FAM	Tenth grade has eight <u>class</u> and eleventh grade has six class	Tenth grade has eight <u>classes</u> and eleventh grade has six classes	<i>The word plural “class” should be replaced by “classes”</i>
28	FAM	Tenth grade has eight class and eleventh grade has six <u>class</u>	Tenth grade has eight classes and eleventh grade has six <u>classes</u>	<i>The word plural “class” should be replaced by “classes”</i>
29	DA	Ana go to the market to buy some fruit <u>potatos</u> and 3kg tomatos	Ana goes to the market to buy some <u>potatoes</u> and kg tomatoes	<i>The word plural “potatos” should be replaced by “potatoes”</i>
30	DA	Ana go to the market to buy some fruit potatos	Ana goes to the market to buy some potatoes and kg	<i>The word plural “tomatos” should be replaced by</i>

		and 3kg <u>tomatos</u>	<u>tomatoes</u>	"tomatoes"
31	DA	Sinta has <u>hobbys</u> , her hobbys are swimming, singing, and dancing	Sinta has hobbies, her <u>hobbies</u> are swimming, singing, and dancing	The word plural "hobbys" should be replaced by "hobbies"
32	DA	There is <u>butterflys</u> and birds in the zoo	There are some <u>butterflies</u> and birds in the zoo	The word plural "butterflys" should be replaced by "butterflies"
33	BHD	There are many kinds <u>butterflys</u> and birds in the zoo	There are some <u>butterflies</u> and birds in the zoo	The word plural "butterflys" should be replaced by "butterflies"
34	RMP	Ana go to market to buy some <u>potatos</u> and 3kg tomatos	Ana goes to the market to buy some <u>potatoes</u> and 3k tomatoes	The word plural "potatos" should be replaced by "potatoes"
35	RMP	Ana go to market to buy some potatos and 3kg <u>tomatos</u>	Ana goes to the market to buy some potatoes and 3k <u>tomatoes</u>	The word plural "tomatos" should be replaced by "tomatoes"
36	RMP	Indonesia has many <u>heros</u> , RA kartini are hero of indonesia	Indonesia has so many <u>heroes</u> , RA kartini is one of them	The word plural "heros" should be replaced by "heroes"
37	RMP	There is kinds of <u>butterflys</u> and birds in the zoo	There are some <u>butterflies</u> and birds in the zoo	The word plural "butterflys" should be replaced by "butterflies"
38	RMP	Tenth grade has eight <u>class</u> and eleventh grade has six class	Tenth grade has eight <u>classes</u> and eleventh grade has six classes	The word plural "class" should be replaced by "classes"
39	RMP	Tenth grade has eight class and eleventh grade has six <u>class</u>	Tenth grade has eight classes and eleventh grade has six <u>classes</u>	The word plural "class" should be replaced by "classes"
40	AF	Ana go to market for buy some <u>potatos</u> and 3kg tomatos	Ana goes to the market to buy some <u>potatoes</u> and 3kg tomatoes	The word plural "potatos" should be replaced by "potatoes"
41	AF	Ana go to market for buy some potatos and 3kg	Ana goes to the market to buy some potatoes and 3kg	The word plural "tomatos" should be replaced by



		<b><u>tomatos</u></b>	<b><u>tomatoes</u></b>	<i>"tomatoes"</i>
42	AF	Mr. Ahmad has two <b><u>wife</u></b> and four childs	Mr. Ahmad has two <b><u>wives</u></b> and four children	<i>The word plural "wife" should be replaced by "wives"</i>
43	AF	Indonesia's has <b><u>hero</u></b> much, RA kartini is hero in indonesia	Indonesia has so many <b><u>heroes</u></b> , RA kartini is one of them	<i>The word plural "heros" should be replaced by "heroes"</i>
44	AF	Tenth grade has eight <b><u>class</u></b> and eleventh grade has sixs class	Tenth grade has eight <b><u>classes</u></b> and eleventh grade has six classes	<i>The word plural "class" should be replaced by "classes"</i>
45	AF	Tenth grade has eight class and eleventh grade has sixs <b><u>class</u></b>	Tenth grade has eight classes and eleventh grade has six <b><u>classes</u></b>	<i>The word plural "class" should be replaced by "classes"</i>
46	IR	Mr. Ahmad has two <b><u>wife</u></b> and four children	Mr. Ahmad has two <b><u>wives</u></b> and four children	<i>The word plural "wife" should be replaced by "wives"</i>
47	IR	Tenth grade has eight classes and eleventh grade has six <b><u>class</u></b>	Tenth grade has eight classes and eleventh grade has six <b><u>classes</u></b>	<i>The word plural "class" should be replaced by "classes"</i>
48	MA	Ana is go to the market to buys some <b><u>potatos</u></b> and 3kg tomatos	Ana goes to the market to buy some <b><u>potatoes</u></b> and 3kg tomatoes	<i>The word plural "potatos" should be replaced by "potatoes"</i>
49	MA	Ana is go to the market to buys some potatos and 3kg <b><u>tomatos</u></b>	Ana goes to the market to buy some potatoes and 3kg <b><u>tomatoes</u></b>	<i>The word plural "tomatos" should be replaced by "tomatoes"</i>
50	MA	My father have a boy and some <b><u>girls</u></b>	My father has a son and some <b><u>daughters</u></b>	<i>The word "girls" should be replaced by "daughters"</i>
51	MA	Indonesia has much <b><u>hero</u></b> , RA kartini are hero in indonesia	Indonesia has so many <b><u>heroes</u></b> , RA kartini is one of them	<i>The word plural "heros" should be replaced by "heroes"</i>
52	MA	Any types of <b><u>butterflys</u></b> and bird at zoo	There are some <b><u>butterflies</u></b> and bird in the zoo	<i>The word plural "butterflys" should be replaced by "butterflies"</i>
53	AS	Ana is go to market to buys	Ana goes to the market to buy some	<i>The word plural "potato" should</i>



		some <b>potato</b> and three kg tomatos	<b>potatoes</b> and 3kg tomatoes	<i>be replaced by "potatoes"</i>
54	AS	Ana is go to market to buys some potato and three kg <b>tomatos</b>	Ana goes to the market to buy some potatoes and 3kg <b>tomatoes</b>	<i>The word plural "tomatos" should be replaced by "tomatoes"</i>
55	AS	Mr ahmad have two <b>wife</b> and four boys	Mr. Ahmad has two <b>wives</b> and four children	<i>The word plural "wife" should be replaced by "wives"</i>
56	AS	Mr ahmad have two wife and four <b>boys</b>	Mr. Ahmad has two wives and four <b>children</b>	<i>The word "boys" should be replaced by children</i>
57	AS	Any kinds of <b>butterflys</b> and birds at the zoo	There are some <b>butterflies</b> and birds in the zoo	<i>The word plural "butterflys" should be replaced by "butterflies"</i>
58	MAA	There are types of <b>butterfly</b> and bird at the zoo	There are some <b>butterflies</b> and birds in the zoo	<i>The word plural "butterflys" should be replaced by "butterflies"</i>

#### d. The Data of Misordering Error

Misordering errors are characterized by the incorrect placements of a morpheme or word in an utterance. Thus, misordering error appears when the learners misplace the word, morpheme or group of morphemes in the sentence. In translate plural sentence in this research, the researcher found 6 item of misordering. The following data are presented the several samples of errors committed by students. Therefore, the whole of data misordering errors can be seen below:

**Table 4.6**  
**Error in Misordering**

No	The Students' Error		Corrections	Explanations
1	R	Some <b>people's</b>	Some <b>Indonesia</b>	<i>Incorrect</i>

		<u>Indonesia</u> live in korea and stay in there	<u>people</u> live in korea and stay there	<i>placement of plural "people" should be placed after to be "Indonesian"</i>
2	RH	Some <u>people</u> <u>Indonesia</u> is live in korea and staying there	Some <u>people</u> <u>Indonesia</u> live in korea and stay there	<i>Incorrect placement of plural "people" should be placed after to be "Indonesian"</i>
3	RMP	Some <u>people</u> <u>Indonesia</u> life in korea and staying in there	Some <u>people</u> <u>Indonesia</u> live in korea and stay there	<i>Incorrect placement of plural "people" should be placed after to be "Indonesian"</i>
4	AF	Some <u>people</u> <u>Indonesia</u> live in korea and stay there	Some <u>people</u> <u>Indonesia</u> live in korea and stay there	<i>Incorrect placement of plural "people" should be placed after to be "Indonesian"</i>
5	IR	Some <u>people</u> <u>Indonesia</u> life in korea and stay there	Some <u>people</u> <u>Indonesia</u> live in korea and stay there	<i>Incorrect placement of plural "people" should be placed after to be "Indonesian"</i>
6	MA	Some <u>people</u> <u>Indonesia</u> is life in korea and stay at there	Some <u>people</u> <u>Indonesia</u> live in korea and stay there	<i>Incorrect placement of plural "people" should be placed after to be "Indonesian"</i>

To know clearly the description of students' error in Ommision, Addition (Simple addition, Double marking), Misformation (Regularization, Alternating form), and Misordering, see the table below:

**Table 4.7**  
**The Classification of Errors Committed by Each Student**

NO Samp le	Name of Students	Kind of Errors							MO	Total Errors
		OM	AD			MF				
			Dm	Reg	Smp	Reg	Arch	Alt		
1.	MY	2	-	-	-	-	-	3	-	5
2.	AW	-	-	-	-	1	-	1	-	2
3.	ASW	1	-	-	-	1	-	-	-	2
4.	RD	1	-	-	-	1	-	-	-	2
5.	MAA	2	-	-	-	-	-	1	-	3
6.	FSF	2	-	-	1	-	-	4	-	7
7.	BMD	-	-	-	-	1	-	3	-	4
8.	MDA	-	-	-	-	-	-	-	-	1
9.	AA	-	-	-	-	1	-	-	-	1
10.	AOR	1	-	1	-	1	-	-	-	3
11.	EKN	2	-	-	-	1	-	5	-	8
12.	MRAP	1	-	1	-	1	-	6	-	9
13.	DA	1	-	1	1	-	-	3	-	6
14.	IDP	2	-	-	1	1	-	-	-	5
15.	FAM	-	-	1	-	-	-	3	-	4
16.	FA	1	-	1	-	1	-	-	-	3
17.	DA	1	-	-	-	1	-	4	-	7
18.	R	-	-	1	-	-	-	-	1	2
19.	RH	1	-	-	-	1	-	-	1	3
20.	AR	1	-	1	-	-	-	-	-	2
21.	SAA	-	-	-	1	1	-	-	1	3
22.	BHD	-	-	1	-	1	-	1	-	3
23.	RMP	3	-	-	1	1	-	6	-	12
24.	AF	-	-	1	-	-	-	6	1	8
25.	SA	2	-	1	-	-	-	-	-	3
26.	MU	1	-	-	-	-	-	-	-	2
27.	IR	1	-	-	-	-	-	2	1	5
28.	MA	2	-	-	1	1	-	5	1	11
29.	AS	-	-	-	-	-	-	5	-	6
30.	S	1	-	-	-	-	-	-	-	2
ΣErrors		29	0	10	6	16	0	58	6	125

**Explanation:**

O : Omission  
A (SA) : Simple Addition  
A (REG) : Regularization  
MF (REG) : Regularization  
MF (ALF) : Alternating Form  
MO : Misordering

After obtaining the data from the students' writing task, then researcher identified on the Surface Strategy Taxonomy. They are: Ommision, Addition (Simple addition, Double marking), Misformation (Regularization, Alternating form) and Misordering. Then, Classyfyng the types of errors and determining the frequency of them. The total of error is 125 error. They are 29 items of omission error, 6 items of Addition (Simple Addition), 10 items of Addition (regularization), 16 items of Misformation (Regularization), 58 items of Misformation (Alternating Form) and 6 items of misordering error.

## 2. The Percentage of Students' Errors in Translate Plural Sentences

After collecting the data from students in translate plural sentences. The researcher identified 10 sentences from each students by using Surface Strategy Taxonomy. They are: Ommision, Addition, Misformation and Misordering. Then she classified the types of errors and determined the frequency of them. To calculate the percentage of errors, the researcher used the following formula:<sup>1</sup>

$$P = \frac{F}{N} \times 100$$

### Explanation:

P : The percentage of errors.

F : The total number of students' errors.

N : The total number of total errors.

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<sup>1</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p.43

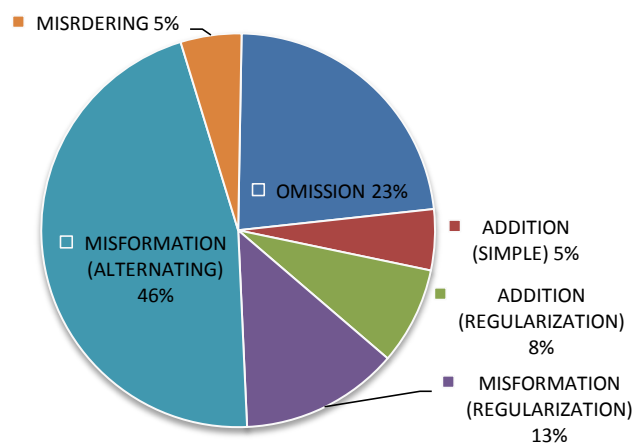
Based on the analysis, The total number of error is 125 items. The result of this research showed that highest percentage of errors is Misformation (Alternating Form) 46%. The lowest are Addition (simple) 5% and Misordering 5%. While the other types of error were Omission 23%, Addition (Regularization) 8%, and Misformation (Regularization) 13%. To be clearer see the table below:

**Table 4.8**  
**Percentage of Students' Error in Translate Plural Noun**

Kind of Error	Frequency	Percentage
Omission	29	23%
(A) Simple addition	6	5%
(A) Regularization	10	8%
(MF) Regularization	16	13%
(MF) Alternating Form	58	46%
Misordering	6	5%
<b>Total</b>	<b>125</b>	<b>100%</b>

Source: Data Analysis

### Calculating Error



## B. Discussion of Finding

This research provides description of students' error in translating plural sentences at SMK SMTI Bandar Lampung. The objective this research was to know kinds of error that made by student in translating plural sentences based on surface strategy taxonomy, and to find the percentage of students errors in translate plural based on surface strategy taxonomy. The result of the research above, the researcher would like to discuss her research.

Based on the result of the research, after the the researcher identified the errors and classified them based on surface strategy taxonomy includes: Omission, Addition, Misformation, and Misordering. Then the researcher classified the types of errors and determined the frequency of them. The researcher has found the highest percentage of errors made by students is Misformation in Alternating Form with 58 items or 46%. Misformation alternating is the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternating.<sup>2</sup> It means that alternating form chareacterized by error in proper selection of words and the students cannot differences the plural pattern of the sentence. For example: *Sinta has some hobbys, her hobbys are swimming,singing and dancing.* In sample, the underlined item is Misformation in Alternating form. It is error misstructure of plural. The word "hobbys" because plural should be "hobbies". It is because rules in using plural nouns ending in -y preceded by

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<sup>2</sup> Heidi Dullay, et.al., *Language Two*, (New York: Oxford University Press,1982), p.161

a consonant change -y into *i* before adding *-es*<sup>3</sup>. The students are confused in changing -y to *ies*, their comprehension in making plural only add *s*. It is because uncomprehending the rules. In line with Suhono's theory, addition happens in students writing is caused by some reason. Firstly, because of the failure of the students to know the exception to the general rules. Secondly, this error might also be due to the student's inability to know the appropriate rule for each item.<sup>4</sup>

The students committed many errors not only in misformation in alternating form, but also omission error. In omission error the students made error 29 items or 23%. Omission error is an item in which absence that must appear or missing particular morpheme.<sup>5</sup> For example: *there are some butterflys and bird in the zoo*. In sample, the underlined item is omission. The word "bird" ommit "s" should be "birds" because plural. Here is the revised version for omission error in the example: *house mr budi's has four bedrooms and two bathroom*. In this case, students have lack of knowledge on the plural formation. Plural is noun more than one and the rules plural noun by adding an *-s* or *es*<sup>6</sup>. This errors happen because the students are not changing singular to plural noun in english pattern. In line with Dullay's theory, the

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<sup>3</sup> Marcella Frank, *Modern English: A Practical References Guide*, (New York: Prantice Hall, 1972), p.13

<sup>4</sup> Suhono, "Iqra: *Surface Strategy Taxonomy on the EFL Students' Composition: a Study of Error Analysis*". Vol.1 No.2 November 2016. On Friday (September 7<sup>th</sup> 2018)

<sup>5</sup> Dullay, *Op. Cit*, p. 154

<sup>6</sup> Marcella Frank, *Op. Cit*, p.13



students are also commonly to make errors in this type because the students are on her or his way to learn about target language.<sup>7</sup>

Furthermore, In misformation (regularization) the student made error 16 items or 13%. Misformation regularization errors is an item in which a regular marker is used an irregular one.<sup>8</sup> For example: *mr Ahmad has two wives and four childs*. In sample, the underlined item is regularization. The word “childs” should be replaced by “children” (plural). Students do not know that the singular noun words *child* change into *children*. Students understanding to make plural form it just add *s* but not all plural form adding by *s* in the end of the word because irregular has own structure.<sup>9</sup> In Dullay’s theory, learners commonly make regularization errors in the comprehension of grammar. Chomsky in Dullay’s theory the learners make errors cause miscomprehension when they appear with reduced complement because they are treated as though they were regular.<sup>10</sup>

Meanwhile, in addition error in simple addition, the student made error 6 items or 5%. Simple addition is characterized by the addition of one element to the correct utterance or the opposite of omissions.<sup>11</sup> For example: *mr.Ahmad has two wives and four childrens*. In the sample, the underlined item is simple addition. From the sentence, the letter “s” in word of

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<sup>7</sup> Dullay, op. Cit, p.155

<sup>8</sup> Dullay, *Op. Cit*, p. 158

<sup>9</sup> Ade Irma Suryani, *An Analysis of Students’ Error in Learning Plural Form of Noun at Students of MTs Nurul Huda Bogor*, (Jakarta, UIN Syarif Hidayatulloh, 2011)

<sup>10</sup> Dullay, *Op. Cit*, p.159

<sup>11</sup> *Ibid*, p 156

“children” should be omitted. Students made errors in this type because they are confused and have lack knowledge about it<sup>12</sup>. Students did not understand well about the rule of plural. They understanding to make plural form just add *s* but they not know *children* is plural from *child*. In line with Dullay’s theory, learners use of an item which should not appear in well formed utterance. It is because influence mother tongue the learners (interlingual errors).<sup>13</sup>

Then Addition error in regularization, the student made error 10 items or 8%. Regularization is a rule typically applies to a linguistic items and added to exceptions to rule.<sup>14</sup> For example: *some Indonesian peoples live in korea and stay there.* In the sample, the underlined item is regularization. Because “people” is plural. The students committed the errors in forming the plural nouns which apply the irregular patterns carelessly, especially when they made generalization by asserting an *s* those irregular noun words (*peoples*). This happen because they might be influence by their mother tongue or their first language including patterns.<sup>15</sup>

The last errors made by the students are misordering errors. Misordering errors are characterized by incorrect placement of a morpheme or a group of

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<sup>12</sup> Ade Irma Suryani, *Op. Cit.*

<sup>13</sup> Dullay, *Op. Cit.* P.158

<sup>14</sup> *Ibid*, p. 157

<sup>15</sup> Muhammad Saugi, *An Analysis on Errors Made by Learners in Forming Irregular Plural Nouns at Student MA Jamiat Kheir Central Jakarta*, (Jakarta, UIN Syarif Hidayatulloh, 2004)

morpheme or word utterance.<sup>16</sup> In this type the students made error 6 items or 5%. For example: *some people Indonesia live in korea and stays there*. In sample, the underlined item is misordering. It is incorrect placement of plural “people” should be placed after noun “Indonesia”. It is because students usually transfer system of their mother tongue into foreign language.<sup>17</sup> It means that language learners use the structure of first language in target language. So the learners make error of the sentences missplacement. In line with Dullay’s theory in James, make errors this type because the learners relying on carrying out word for word translation of native language surface structure.<sup>18</sup>

In addition, the students make errors are caused by literal translation. These errors occur when the students attempted to translate the target language from their source language. It can be clearly seen word by word translation. The uses of *s/es* and *irregular plural* becomes obstacle in this case. It is usually due to structure differences between Indonesian and English never recognizes even though it comes through the irregular plural.

In this case, sources of errors made by the students are the negative influence of the mother tongue of learner (interlingual transfer) and refer to items produced by the learner who does not reflect the structure of mother tongue but

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<sup>16</sup> Dullay, *Op. Cit*, p.162

<sup>17</sup> Suhono, “Iqra: *Surface Strategy Taxonomy on the EFL Students’ Composition: a Study of Error Analysis*”. Vol.1 No.2 November 2016. On Friday (September 7<sup>th</sup> 2018)

<sup>18</sup> Carl James, *Errors in Language Learning and Use Exploring Error Analysis*, (New York: Longman, 1998), p.110

generalization of rules within the target language (intralingual transfer).<sup>19</sup> After analyzing the data, the source of errors consists of interlingual transfer. It is caused by mother tongue interference. It is considered as the major barrier of learning a second language or foreign language. While intralingual errors occur during the learning process of the second language at a stage when the learners have not really acquired the knowledge. It is also dubbed as a developmental error. It was caused by the transition or transformation from one language to another.<sup>20</sup>

Finally, in this research the highest error made by the students is misformation in alternating form. The students still make errors caused by the student cannot differentiate the plural pattern of the sentence. The sources of errors in this research were mother tongue influence (interlingual errors). It was influenced by the native language which interferes with target language learning. The second was intralingual errors, caused by the learners' less knowledge on pattern and apply irregular plural form.

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<sup>19</sup> Suhono, *Ibid*

<sup>20</sup> Suhono, *Ibid*

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, it can be drawn some conclusions, there are;

1. There were some errors made by students in translate plural sentences. They are in the form of: Omission, Addition (Simple addition, Regularization), Misformation (Regularization, Alternating form), and Misordering.
2. The total number of errors committed by the student are 125 items. The percentage of the students' error in translate plural based on surface strategy taxonomy as follows:
  - a. The number of omission error is 29 items, and the percentage is 23%
  - b. The number of addition error are:
    - a) Simple additon is 6 items, and the percentage is 05%
    - b) Regularization is 10 items, and the percentage is 08%
  - c. The number of misformation errors are:
    - a) Regularization error 16 items, and the percentage is 13%
    - b) Alternating Form 58 items, and the percentage is 46%
  - d. The number of misordering error is 6 items, and the percentage is 05%

From the data, it is concluded that the highest percentage is misinformation in alternating form. The students still make errors caused the student cannot differences the plural pattern of the sentence. The sources of errors in this reseach were mother tongue influence (interlingual errors). It was influenced by the native language which interferes with target language learning. The second was intralingual errors, caused the learners less knowledge on pattern and apply irregular plural form.

## **B. Suggestion**

Having analyzed the students' error in translation transforming plural nouns at SMK SMTI Bandar Lampung in the second semester of tenth grade in academic year 2017/2018, the researcher has some suggestions:

### **1. For The English Teacher**

- a. The teacher should give me motivation and attention to students' in their english translation in transforming plural nouns.
- b. The teacher should increase the student' ability in using conjunction, especially in translation transforming plural nouns.
- c. The teacher may give more interesting teaching methods in teaching english in order to make them more interest in learning english.

### **2. For The Students**

- a. The students should more active in learning english.

- b. The student should increase their effort in improving their knowledge learning english especially in transforming plural that is used translating.
- c. The students should more pay attention in every particular material in learning english.
- d. The students should increase their understand in translate and transforming plural form.

### 3. For The School

- a. The school should provide some more english book to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice their english competency. For example, the school provides language center as supporter in teaching learning process.

### 4. For The Readers

Translation is the important part in learning foreign language. Someone can not understand target language. This research hopes, able to give contribution for the readers, especially for english department who interested in analyzing the translation. Futhermore, it hopes for futhure researcher to conduct similar themes of study not only focuses on translate errors or error of plural form but also on the other aspects of the both.



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